

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Language Arts	Reading Standards for Literature	Key Ideas and Details	3rd Grade	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1. Ask and answer questions to show understanding of a text, referring to text as basis for answers
Language Arts	Reading Standards for Literature	Key Ideas and Details	3rd Grade	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.3.2. Recount culturally diverse fables/folktales/myths, identify message/lesson using text detail
Language Arts	Reading Standards for Literature	Key Ideas and Details	3rd Grade	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	RL.3.3. Describe characters in a story and explain how their actions contribute to the sequence of events
Language Arts	Reading Standards for Literature	Craft and Structure	3rd Grade	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4. Determine the meaning of words and phrases in text, distinguish literal from nonliteral language
Language Arts	Reading Standards for Literature	Craft and Structure	3rd Grade	RL.3.5 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.	RL.3.5. Refer to parts of stories, dramas and poems, using terms such as chapter, scene and stanza
Language Arts	Reading Standards for Literature	Craft and Structure	3rd Grade	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	3rd Grade	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	RL.3.7. Explain how aspects of a text's illustrations contribute to what is conveyed by the words
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	3rd Grade	(RL.3.8 not applicable to literature)	(RL.3.8 not applicable to literature)
Language Arts	Reading Standards for Literature	Integration of Knowledge and Ideas	3rd Grade	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.3.9. Compare and contrast themes, settings and plots of different stories in a series by same author
Language Arts	Reading Standards for Literature	Range of Reading and Level of Text Complexity	3rd Grade	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.	RL.3.10. Read/comprehend literature at high end of Gr. 2–3 complexity band independently/proficiently

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Language Arts	Reading Standards for Informational Text	Key Ideas and Details	3rd Grade	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.3.1. Ask and answer questions to show understanding of a text, referring to text as basis for answers
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	3rd Grade	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2. Determine main idea of a text; recount the key details; explain how they support the main idea
Language Arts	Reading Standards for Informational Text	Key Ideas and Details	3rd Grade	RI.3.3 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.	RI.3.3. Describe various informational texts using language pertaining to time, sequence, cause/effect
Language Arts	Reading Standards for Informational Text	Craft and Structure	3rd Grade	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.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text
Language Arts	Reading Standards for Informational Text	Craft and Structure	3rd Grade	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5. Use text features/search tools (key words, sidebars, hyperlinks) to locate relevant information
Language Arts	Reading Standards for Informational Text	Craft and Structure	3rd Grade	RI.3.6 Distinguish their own point of view from that of the author of a text.	RI.3.6. Distinguish their own point of view from that of the author of a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	3rd Grade	RI.3.7 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).	RI.3.7. Use information gained from illustrations and words in a text to show understanding of the text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	3rd Grade	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text
Language Arts	Reading Standards for Informational Text	Integration of Knowledge and Ideas	3rd Grade	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9. Compare and contrast important points and details presented in two texts on the same topic
Language Arts	Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	3rd Grade	RI.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.	RI.3.10. Read/comprehend literature at high end of Gr. 2–3 complexity band independently/proficiently

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Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	RF.3.3a. Identify and know the meaning of the most common prefixes and derivational suffixes
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3b Decode words with common Latin suffixes.	RF.3.3b. Decode words with common Latin suffixes
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3c Decode multisyllable words.	RF.3.3c. Decode multisyllable words
Language Arts	Reading Standards: Foundational Skills	Phonics and Word Recognition	3rd Grade	RF.3.3d Read grade-appropriate irregularly spelled words.	RF.3.3d. Read grade-appropriate irregularly spelled words
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4a Read grade-level text with purpose and understanding.	RF.3.4a. Read grade-level text with purpose and understanding
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.3.4b. Read prose and poetry orally with accuracy, appropriate rate, expression on successive readings
Language Arts	Reading Standards: Foundational Skills	Fluency	3rd Grade	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4c. Use context to confirm or self-correct word recognition and understanding, rereading as needed
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.1a. Introduce writing topic or text, state an opinion, create organizational structure with reasons
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1b Provide reasons that support the opinion.	W.3.1b. Provide reasons that support the opinion
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.3.1c. Use linking words and phrases (because, therefore, for example) to connect opinion and reasons
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.1d Provide a concluding statement or section.	W.3.1d. Provide a concluding statement or section in writing

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Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W.3.2a. Introduce topic, group related information together; include illustrations to aid comprehension
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2b Develop the topic with facts, definitions, and details.	W.3.2b. Develop the topic with facts, definitions, and details
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2c. Use linking words and phrases to connect ideas within categories of information
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.2d Provide a concluding statement or section.	W.3.2d. Provide a concluding statement or section
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.3.3a. Establish situation, introduce narrator/characters; organize event sequence to unfold naturally
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3b. Use dialogue and descriptions to develop experiences, events, show response of characters
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3c Use temporal words and phrases to signal event order.	W.3.3c. Use temporal words and phrases to signal event order when writing a narrative
Language Arts	Writing Standards	Text Types and Purposes	3rd Grade	W.3.3d Provide a sense of closure.	W.3.3d. Provide a sense of closure when writing a narrative
Language Arts	Writing Standards	Production and Distribution of Writing	3rd Grade	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.3.4. With guidance from adults, develop/organize/produce writing appropriate to task and purpose
Language Arts	Writing Standards	Production and Distribution of Writing	3rd Grade	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	W.3.5. With guidance from peers and adults, plan/revise/edit to develop and strengthen writing

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Language Arts	Writing Standards	Production and Distribution of Writing	3rd Grade	W.3.6 With guidance from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.3.6. With adult guidance, use technology to produce/publish writing; interact/collaborate with others
Language Arts	Writing Standards	Research to Build and Present Knowledge	3rd Grade	W.3.7 Conduct short research projects that build knowledge about a topic.	W.3.7. Conduct short research projects that build knowledge about a topic
Language Arts	Writing Standards	Research to Build and Present Knowledge	3rd Grade	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3.8. Recall or gather information from print/digital sources; take notes/sort evidence into categories
Language Arts	Writing Standards	Research to Build and Present Knowledge	3rd Grade	(W.3.9 begins in grade 4)	(W.3.9 begins in grade 4)
Language Arts	Writing Standards	Range of Writing	3rd Grade	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10. Write routinely over extended/shorter time frames for discipline-specific task/purpose/audience
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL.3.1. Engage in collaborative discussions on topics/texts by expressing and building on others' ideas
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SL.3.1a. Come prepared to draw on and discuss studied material or information on topic to explore ideas
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.3.1b. Follow agreed-upon rules of respect for discussions on topics and texts
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL.3.1c. Ask questions to check understanding, stay on topic and link their comments to others' remarks

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Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.1d Explain their own ideas and understanding in light of the discussion.	SL.3.1d. Explain their own ideas and understanding in light of the discussion
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.2 Determine main ideas and details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2. Determine main ideas and details of a text read aloud or information presented in diverse media
Language Arts	Speaking and Listening	Comprehension and Collaboration	3rd Grade	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3. Ask and answer questions about information from a speaker, offering elaboration and detail
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	3rd Grade	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.3.4. Report on topic or text, or recount an experience with facts/details speaking at a clear pace
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	3rd Grade	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.5. Create recordings of stories or poems with fluid reading at a clear pace; add visual displays
Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	3rd Grade	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	SL.3.6. Speak in complete sentences appropriate to task and situation to provide detail or clarification
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3. Demonstrate command of the conventions of grammar and usage when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L.3.1a. Explain nouns, pronouns, verbs, adjectives and adverbs in general/their function in sentences
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1b Form and use regular and irregular plural nouns.	L.3.1b. Form and use regular and irregular plural nouns when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1c Use abstract nouns (e.g., childhood).	L.3.1c. Use abstract nouns when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1d Form and use regular and irregular verbs.	L.3.1d. Form and use regular and irregular verbs when writing or speaking

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Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	L.3.1e. Form and use the simple verb tenses when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	L.3.1f. Ensure subject-verb and pronoun-antecedent agreement when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L.3.1g. Form and use comparative and superlative adjectives and adverbs when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1h Use coordinating and subordinating conjunctions.	L.3.1h. Use coordinating and subordinating conjunctions when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.1i Produce simple, compound, and complex sentences.	L.3.1i. Produce simple, compound, and complex sentences when writing or speaking
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2. Demonstrate command of capitalization, punctuation and spelling when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2a Capitalize appropriate words in titles.	L.3.2a. Capitalize appropriate words in titles when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2b Use commas in addresses.	L.3.2b. Use commas in addresses when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2c Use commas and quotation marks in dialogue.	L.3.2c. Use commas and quotation marks in dialogue when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2d Form and use possessives.	L.3.2d. Form and use possessives when writing
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	L.3.2e. Use conventional spelling for high-frequency words and for adding suffixes to base words
Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L.3.2f. Use spelling patterns and generalizations in writing words

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Language Arts	Language Standards	Conventions of Standard English	3rd Grade	L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.3.2g. Consult reference materials, including dictionaries, to check and correct spellings when writing
Language Arts	Language Standards	Knowledge of Language	3rd Grade	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening
Language Arts	Language Standards	Knowledge of Language	3rd Grade	L.3.3a Choose words and phrases for effect.*	L.3.3a. Choose words and phrases for effect when writing, speaking, reading or listening
Language Arts	Language Standards	Knowledge of Language	3rd Grade	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	L.3.3b. Recognize and observe differences between the conventions of spoken and written English
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4b 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).	L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.3.4c. Use a known root word as a clue to the meaning of an unknown word with the same root
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.3.4d. Use print/digital glossaries/dictionaries to determine or clarify meaning of words and phrases
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.3.5 Demonstrate understanding of figurative language, word relationships/nuances in word meanings
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L.3.5b. Identify real-life connections between words and their use

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Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L.3.5c. Distinguish shades of meaning among words that describe states of mind or degrees of certainty
Language Arts	Language Standard	Vocabulary Acquisition and Use	3rd Grade	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.3.6. Use conversational and domain-specific words/phrases; include spatial/temporal relationships
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	3.OA.A.1. In multiplication, interpret products of whole numbers as groups of objects
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 $56 \div 8$.	3.OA.A.2. In division, interpret whole-number quotients as equal shares
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.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.	3.OA.A.3. Multiply/divide within 100 to solve word problems; represent with drawings/equations
Mathematics	Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division.	3rd Grade	3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$	3.OA.A.4. Determine unknown number in a multiplication/division equation relating 3 whole numbers

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Mathematics	Operations and Algebraic Thinking	Understand properties of multiplication and the relationship between multiplication and division.	3rd Grade	3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	3.OA.B.5. Apply commutative/associative/distributive properties as strategies to multiply and divide
Mathematics	Operations and Algebraic Thinking	Understand properties of multiplication and the relationship between multiplication and division.	3rd Grade	3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	3.OA.B.6. Understand division as an unknown-factor problem
Mathematics	Operations and Algebraic Thinking	Multiply and divide within 100.	3rd Grade	3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	3.OA.C.7. Fluently multiply/divide within 100, using multiplication/division relationship strategies
Mathematics	Operations and Algebraic Thinking	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3rd Grade	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. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3.OA.D.8. Solve two-step word problems using the four operations. Form equations, solve and check
Mathematics	Operations and Algebraic Thinking	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3rd Grade	3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	3.OA.D.9. Identify arithmetic patterns and explain them using properties of operations

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Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.1	3rd Grade	3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.1	3rd Grade	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.2. Fluently add/subtract within 1000; use strategies/algorithms based on place value/operations
Mathematics	Numbers and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic.1	3rd Grade	3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	3.NBT.A.3. Multiply 1-digit whole numbers by multiples of 10 in range 10–90 using place value/operations
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.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.A.1. Understand fraction $1/b$ can be formed by 1 part when a whole is partitioned into b equal parts
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	3.NF.A.2. Understand/represent a fraction as a number on the number line
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	3.NF.A.2a. Represent a fraction $1/b$ on a number line diagram by defining the intervals
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	3.NF.A.2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3b 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.	3.NF.A.3b. Recognize and generate simple equivalent fractions and explain equivalency
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3c 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.	3.NF.A.3c. Express whole numbers as fractions; recognize fractions equivalent to whole numbers
Mathematics	Number and Operations - Fractions	Develop understanding of fractions as numbers.	3rd Grade	3.NF.A.3d 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.	3.NF.A.3d. Recognize/reason/compare two fractions with same numerator/denominator
Mathematics	Measurement and Data	Solve problems involving measurement and estimation.	3rd Grade	3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes
Mathematics	Measurement and Data	Solve problems involving measurement and estimation.	3rd Grade	3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	3.MD.A.2. Measure/estimate liquid volumes/masses of objects; use standard units gram/kilogram/liter

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Mathematics	Measurement and Data	Represent and interpret data.	3rd Grade	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	3.MD.B.3. Draw a scaled picture/bar graph to represent data sets with several categories
Mathematics	Measurement and Data	Represent and interpret data.	3rd Grade	3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	3.MD.B.4. Generate measurement data to the nearest quarter unit; plot on a line graph
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	3.MD.C.5. Recognize area as an attribute of plane figures; understand concepts of area measurement
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.5a 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.	3.MD.C.5a. A unit square can be used to measure area
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.5b 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.MD.C.5b. A plane figure covered without gaps/overlap by n unit squares has an area of n square units

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Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3.MD.C.6. Measure areas by counting unit squares: square cm/square m/square in/square ft
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7 Relate area to the operations of multiplication and addition.	3.MD.C.7. Relate area to the operations of multiplication and addition
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7a 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.	3.MD.C.7a. Find area of rectangle with whole-number side lengths by tiling, then multiply side lengths
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7b 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.	3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths
Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7c 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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	3.MD.C.7c. Use area models to represent the distributive property in mathematical reasoning

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Mathematics	Measurement and Data	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3rd Grade	3.MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	3.MD.C.7d. Find area of real-world rectilinear items: decompose into non-overlapping rectangles, add area
Mathematics	Measurement and Data	Geometric measurement: recognize perimeter.	3rd Grade	3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	3.MD.D.8. Solve real-world and mathematical problems involving perimeters of polygons
Mathematics	Geometry	Reason with shapes and their attributes.	3rd Grade	3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	3.G.A.1. Understand shape categories may share attributes which may define a larger category
Mathematics	Geometry	Reason with shapes and their attributes.	3rd Grade	3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	3.G.A.2. Partition shapes into parts with equal areas; express each part as unit fraction of the whole
Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	3-PS2-1. Plan/conduct/investigate the effects of balanced/unbalanced forces on the motion of an object
Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	3-PS2-2. Observe and/or measure object's motion to give evidence that patterns can predict future motion

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Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	3-PS2-3. Determine cause/effect of electric or magnetic interactions between two objects not in contact
Science	Physical Science	Motion and Stability: Forces and Interactions	3rd Grade	3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.	3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets
Science	Life Science	From Molecules to Organisms: Structures and Processes	3rd Grade	3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	3-LS1-1. Develop models describing diversity in life cycles with common birth/growth/reproduction/death
Science	Life Science	Ecosystems: Interactions, Energy, and Dynamics	3rd Grade	3-LS2-1. Construct an argument that some animals form groups that help members survive.	3-LS2-1. Construct an argument that some animals form groups that help members survive
Science	Life Science	Heredity: Inheritance and Variation of Traits	3rd Grade	3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	3-LS3-1. Using data, explain inherited traits of plants/animals in similar organism groups
Science	Life Science	Heredity: Inheritance and Variation of Traits	3rd Grade	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.	3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	3-LS4-1. Analyze/interpret fossil data to show organisms and environments in which they lived long ago
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	3-LS4-2. Explain variations in same-species characteristics provide advantages to survive/mate/reproduce
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	3-LS4-3. Explain why in a particular habitat some organisms can survive well/less well/not at all
Science	Life Science	Biological Evolution: Unity and Diversity	3rd Grade	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes

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Science	Earth Science	Earth's Systems	3rd Grade	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	3-ESS2-1. Use tables/graphs to describe typical weather conditions expected in a particular season
Science	Earth Science	Earth's Systems	3rd Grade	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world
Science	Earth Science	Earth and Human Activity	3rd Grade	3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	3-ESS3-1. Defend the merit of a design solution that reduces impacts of a weather-related hazard
Social Studies	Individual Development and Identity		3rd Grade	SOC (3) Understands individual choices are influenced by personal and social factors.	SOC (3) Understand individual choices are influenced by personal and social factors
Social Studies	Individual Development and Identity		3rd Grade	SOC (3) Understands people's interactions with their social and physical surroundings influence individual identity and growth.	SOC (3) Understand interactions with social/physical surroundings influence individual identity/growth
Social Studies	People, Places, and Environments		3rd Grade	SOC (3) Understands benefits and problems resulting from the discovery and use of resources.	SOC (3) Understand benefits and problems resulting from the discovery and use of resources
Social Studies	People, Places, and Environments		3rd Grade	SOC (3) Understands factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs.	SOC (3) Understand factors that contribute to similarities/differences among peoples locally/globally
Social Studies	People, Places, and Environments		3rd Grade	SOC (3) Understands that tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.	SOC (3) Understand that tools/maps/globes help investigate relationships among people/places/environments
Social Studies	Culture		3rd Grade	SOC (3) Understands how individuals learn the elements of their culture through interactions with other members of the culture group.	SOC (3) Understand how individuals learn elements of their culture through group member interactions
Social Studies	Culture		3rd Grade	SOC (3) Understands how peoples from different cultures develop different values and ways of interpreting experiences.	SOC (3) Understand how peoples from other cultures develop different values and ways of interpretation
Social Studies	Time, Continuity, and Change		3rd Grade	SOC (3) Understands that people view and interpret historical events differently because of the times in which they live, the experiences they have and the points of view they hold.	SOC (3) Understand people interpret past events differently due to time lived/experiences/view points

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	Time, Continuity, and Change		3rd Grade	SOC (3) Understands that historical events occurred in times that differed from our own, but often have lasting consequences of the present and future.	SOC (3) Understand historical events occurred in times past, but often have lasting consequences
Social Studies	Global Connections		3rd Grade	SOC (3) Understand global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel).	SOC (3) Understand global connections may be of various types: cultural exchange/trade/political/economic
Social Studies	Global Connections		3rd Grade	SOC (3) Understands the pace of global change has quickened in recent times.	SOC (3) Understand the pace of global change has quickened in recent times
Social Studies	Individuals, Groups, and Institutions		3rd Grade	SOC (3) Understands the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.	SOC (3) Understand impact family/school/religion/government/financial institutions have on lives
Social Studies	Power, Authority, and Governance		3rd Grade	SOC (3) Understands basic elements of government in the United States: executive, legislative, and judicial authority.	SOC (3) Understand basic elements of the U.S. government: executive, legislative and judicial authority
Social Studies	Power, Authority, and Governance		3rd Grade	SOC (3) Understands fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.	SOC (3) Understand the fundamental ideas that are the foundation of American constitutional democracy
Social Studies	Civic Ideals and Practices		3rd Grade	SOC (3) Understands key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.	SOC (3) Understand key practices in a democratic society include civic participation
Social Studies	Civic Ideals and Practices		3rd Grade	SOC (3) Understands the importance of gathering information as the basis for informed civic action.	SOC (3) Understand the importance of gathering information as the basis for informed civic action
Social Studies	Production, Distribution, and Consumption		3rd Grade	SOC (3) Understands the characteristics of market economy.	SOC (3) Understand the characteristics of market economy
Social Studies	Production, Distribution, and Consumption		3rd Grade	SOC (3) Understands the goods and services produced in the market and those produced by the government.	SOC (3) Understand the goods and services produced in the market and those produced by the government

DOMAIN	ELEMENT	OBJECTIVE	GRADE	FULL STANDARD	ABRIDGED CATALOG STANDARD
Social Studies	Production, Distribution, and Consumption		3rd Grade	SOC (3) Understands how people and communities deal with scarcity of resources.	SOC (3) Understand how people and communities deal with scarcity of resources
Social Studies	Science, Technology, and Society		3rd Grade	SOC (3) Understands that science and technology can have both positive and negative impacts on individuals, society, and the globe.	SOC (3) Understand science/technology can have positive/negative impacts on individuals/society/world
Social Studies	Science, Technology, and Society		3rd Grade	SOC (3) Understands that science often leads to new technology in areas such as communication and transportation, and results in change over time.	SOC (3) Understand science leads to new technologies (communication/transportation) and changes over time