

Third Grade Critical Standards

English-Language Arts

- 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 10 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- 11 – Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 13 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.
- 9 – 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.
- 19 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.
- 17 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]
- 20 – Know and apply grade-level phonics and word analysis skills in decoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
- 21 – Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 37 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., childhood).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
- 38 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- Write legibly in cursive.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 40 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Math

- 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.
- 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.
- 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.
- 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.
- 13 – 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 and size $1/b$.
- 14 – Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- 15 – Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- 22 – Relate area to the operations of multiplication and addition.
 - 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.
 - 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.
 - 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.
 - Recognize area as additive. Find area of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the nonoverlapping parts, applying this technique to solve real-world problems.
- 24 – 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.
- 25 – Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Science

- 1 – Plan and carry out an experiment to determine the effects of balanced and unbalanced forces on the motion of an object using one variable at a time, including number, size, direction, speed, position, friction, or air resistance (e.g., balanced forces pushing from both sides on an object, such as a box, producing no motion; unbalanced force on one side of an object, such as a ball, producing motion), and communicate these findings graphically.

- 3 – Explore objects that can be manipulated in order to determine cause-and-effect relationships (e.g., distance between objects affecting strength of a force, orientation of magnets affecting direction of a magnetic force) of electric interactions between two objects not in contact with one another (e.g., force on hair from an electrically charged balloon, electrical forces between a charged rod and pieces of paper) or magnetic interactions between two objects not in contact with one another (e.g., force between two permanent magnets or between an electromagnet and steel paperclips, force exerted by one magnet versus the force exerted by two magnets).
- 5 – Obtain and combine information to describe that organisms are classified as living things, rather than nonliving things, based on their ability to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.
- 6 - Create representations to explain the unique and diverse life cycles of organisms other than humans (e.g., flowering plants, frogs, butterflies), including commonalities such as birth, growth, reproduction, and death.
- 7 – Examine data to provide evidence that plants and animals, excluding humans, have traits inherited from parents and that variations of these traits exist in groups of similar organisms (e.g., flower colors in pea plants, fur color and pattern in animal offspring).
- 8 – Engage in argument from evidence to justify that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, change in an arctic fox’s fur color due to light and/or temperature, stunted growth of a normally large animal due to malnourishment).
- 9 – Analyze and interpret data from fossils (e.g., type, size, distribution) to provide evidence of organisms and the environments in which they lived long ago (e.g., marine fossils on dry land, tropical plant fossils in arctic areas, fossils of extinct organisms in any environment).
- 10 – Investigate how variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants having larger thorns being less likely to be eaten by predators, animals having better camouflage coloration being more likely to survive and bear offspring).
- 11 – Construct an argument from evidence to explain the likelihood of an organism’s ability to survive when compared to the resources in a certain habitat (e.g., freshwater organisms survive well, less well, or not at all in saltwater; desert organisms survive well, less well, or not at all in woodlands).
 - Construct explanations that forming groups helps some organisms survive.
 - Create models that illustrate how organisms and their habitats make up a system in which the parts depend on each other.
 - Categorize resources in various habitats as basic materials (e.g., sunlight, air, freshwater, soil), produced materials (e.g., food, fuel, shelter), or as nonmaterial (e.g., safety, instinct, nature-learned behaviors).
- 13 – Display data graphically and in tables to describe typical weather conditions expected during a particular season (e.g., average temperature, precipitation, wind direction).

Social Studies

- 1 – Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.
- 2 – Locate the continents on a map or globe.
- 3 – Describe ways the environment is affected by humans in Alabama and the world.
- 5 – Compare trading patterns between countries and regions.
- 8 – Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.
- 9 – Identify ways to prepare for natural disasters.
- 11 – Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.
- 13 – Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.