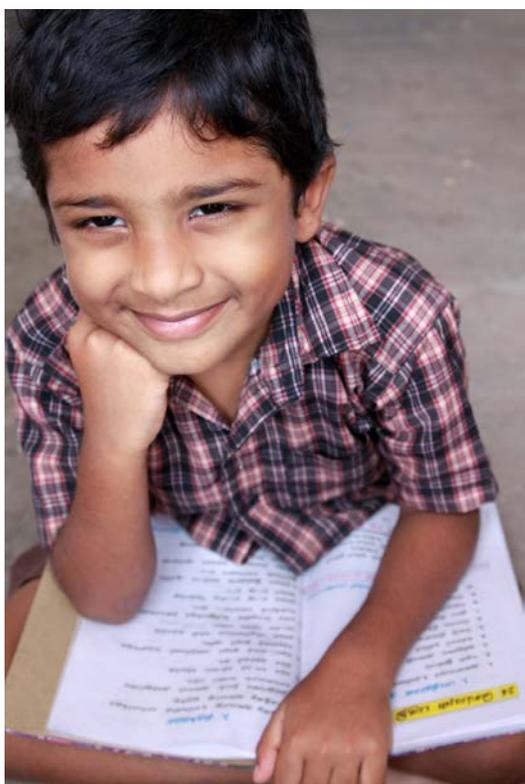




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# Illinois Learning Standards

## 3RD GRADE

CONDENSED LIST OF STANDARDS FOR ENGLISH LANGUAGE ARTS,  
FINE ARTS, MATHEMATICS, SCIENCE, PHYSICAL  
DEVELOPMENT/HEALTH, SOCIAL/EMOTIONAL LEARNING, AND  
SOCIAL SCIENCE

Compiled by ISBE Content Specialists

**ENGLISH LANGUAGE ARTS – 3rd GRADE****COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING***Key Ideas and Details*

- CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Craft and Structure*

- CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range of Reading and Level of Text Complexity*

- CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE***Conventions of Standard English*

- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*Knowledge of Language*

- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

*Vocabulary Acquisition and Use*

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING***Text Types and Purposes*

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*Production and Distribution of Writing*

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing*

- CCR.W.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 tasks, purposes, and audiences.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING***Comprehension and Collaboration*

- CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

- CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**READING STANDARDS FOR LITERATURE***Key Ideas and Details*

- 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.3.2 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.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

*Craft and Structure*

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

*Integration of Knowledge and Ideas*

- 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.3.9 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).

*Range of Reading and Level of Text Complexity*

- 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.

**READING STANDARDS FOR INFORMATIONAL TEXT***Key Ideas and Details*

- 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.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.

*Craft and Structure*

- 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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

*Integration and Knowledge and Ideas*

- 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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

*Range of Reading and Level of Text Complexity*

- RI.3.10 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.

**READING STANDARDS: FOUNDATIONAL SKILLS***Phonics and Word Recognition*

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3.b Decode words with common Latin suffixes.
- RF.3.3.c Decode multi-syllable words.
- RF.3.3.d Read grade-appropriate irregularly spelled words.

*Fluency*

- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4.a Read on-level text with purpose and understanding.
- RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**WRITING STANDARDS***Text Types and Purposes*

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- W.3.1.b Provide reasons that support the opinion.
- W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1.d Provide a concluding statement or section.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - W.3.2.b Develop the topic with facts, definitions, and details.
  - W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - W.3.2.d Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - W.3.3.c Use temporal words and phrases to signal event order.
  - W.3.3.d Provide a sense of closure.

#### *Production and Distribution of Writing*

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### *Research to Build and Present Knowledge*

- W.3.7 Conduct short research projects that build knowledge about a topic.
- 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.

#### *Range of Writing*

- 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.

### **SPEAKING AND LISTENING STANDARDS**

#### *Comprehension and Collaboration*

- 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.a 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.3.1.b 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.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - SL.3.1.d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### *Presentation of Knowledge and Ideas*

- 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.3.5 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.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **LANGUAGE STANDARDS**

#### *Conventions of Standard English*

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - L.3.1.b Form and use regular and irregular plural nouns.
  - L.3.1.c Use abstract nouns (e.g., childhood).
  - L.3.1.d Form and use regular and irregular verbs.
  - L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
  - L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - L.3.1.h Use coordinating and subordinating conjunctions.
  - L.3.1.i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L.3.2.a Capitalize appropriate words in titles.
  - L.3.2.b Use commas in addresses.

- L.3.2.c Use commas and quotation marks in dialogue.
- L.3.2.d Form and use possessives.
- L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language**

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L.3.3.a Choose words and phrases for effect.
  - L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

**Vocabulary Acquisition And Use**

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
  - L.3.4.b 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.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
  - L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- L.3.6 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).

**FINE ARTS – 3rd GRADE****DANCE****CREATING***Explore – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- DA:Cr1.1.3
  - a. Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.
  - b. Explore a given movement problem. Select and demonstrate a solution.

*Plan – Anchor Standard 2: Organize and develop artistic ideas and work.*

- DA:Cr2.1.3
  - a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).
  - b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

*Revise-- Anchor Standard 3: Revise, refine, and complete artistic work.*

- DA:Cr3.1.3
  - a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
  - b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

**PERFORMING***Express-- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- DA:Pr4.1.3
  - a. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.
  - b. Fulfill specified duration of time with improvised locomotor and nonlocomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.
  - c. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

*Embody-- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

- DA:Pr5.1.3
  - a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
  - b. Apply kinesthetic awareness to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
  - c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self check to improve dance skills.

*Present--Anchor Standard 6: Convey meaning through the presentation of artistic work.*

- DA:Pr6.1.3
  - a. Identify the main areas of a performance space using production terminology (for example, stage right, stage left).
  - b. Explore simple production elements (for example, costumes, props, music, scenery, lighting, media) for a dance performed for an audience in a designated specific performance space.

**RESPONDING***Analyze-- Anchor Standard 7: Perceive and analyze artistic work.*

- DA:Re7.1.3 a. Identify a movement pattern that creates a theme in a dance work.  
 b. Demonstrate and explain how one dance genre is different from another or how one cultural movement practice is different from another.

*Interpret-- Anchor Standard 8: Construct meaningful interpretations of artistic work.*

- DA:Re8.1.3 a. Select specific context cues from movement. Use basic dance terminology to explain how they relate to the main idea of the dance.

*Critique – Anchor Standard 9: Apply criteria to evaluate artistic work.*

- DA:Re9.1.3 a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

**CONNECTING***Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- DA:Cn10.1.3 a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.  
 b. Ask a question about a key aspect of a dance. Explore it through movement. Communicate the answer to the question in oral, written, or movement form.

*Relate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

- DA:Cn11.1.3 a. Find a relationship between a movement in a dance and the culture, society, or community from which the dance is derived. Explain what the movements communicate about the key aspects of the culture, society, or community.

**MEDIA ARTS****CREATING***Conceive – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- MA:Cr1.1.3 a. Conceive of original artistic goals for media artworks using a variety of creative methods (for example, brainstorming and modeling).

*Develop – Anchor Standard 2: Organize and develop artistic ideas and work.*

- MA:Cr2.1.3 a. Form, share, and experiment with ideas, plans, and models to prepare for media arts productions.

*Construct – Anchor Standard 3: Revise, refine, and complete artistic work.*

- MA:Cr3.1.3 a. Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles (for example, movement).  
 b. Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.

**PRODUCING***Integrate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- MA:Pr4.1.3 a. Practice fusing varied content (for example, arts, media, literary, science) into unified media artworks for presentation (for example, animation, music, dance).

*Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

- MA:Pr5.1.3 a. Exhibit developing ability in a variety of artistic, design, technical, and organizational roles (for example, manipulating tools, making decisions, group planning) in media arts productions and presentations.  
 b. Exhibit basic creative skills (for example, trial and error, playful practice) to invent new content and solutions within and through media arts productions.  
 c. Exhibit standard use of tools and techniques while constructing media artworks.

*Present – Anchor Standard 6: Convey meaning through the presentation of artistic work.*

- MA:Pr6.1.3 a. Identify and describe the presentation conditions and take on roles and processes in presenting or distributing media artworks.  
 b. Identify and describe the experience and share the results of, and improvements for, presenting media artworks.

**RESPONDING***Perceive – Anchor Standard 7: Perceive and analyze artistic work.*

- MA:Re7.1.3 a. Identify and describe how messages are created by components in media artworks.  
 b. Identify and describe how various forms, methods, and styles in media artworks manage audience experience.

*Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.*

- MA:Re8.1.3 a. Determine the purposes and meanings of media artworks while describing their context.

*Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.*

- MA:Re9.1.3 a. Identify basic criteria for evaluating media artworks, considering possible improvements and context.

**CONNECTING***Synthesize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- MA:Cn10.1.3 a. Use personal and external resources (for example, interests, information, models) to create media artworks.  
 b. Identify and show how media artworks form meanings, situations, and/or culture (for example: popular media.)

*Relate-- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

- MA:Cn11.1.3 a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.  
 b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

## MUSIC

## CREATING

*Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- MU:Cr1.1.3 a. Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (for example, social, cultural).

*Anchor Standard 2: Organize and develop artistic ideas and work.*

- MU:Cr2.1.3 a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.  
b. Use standard and/ or iconic notation and/ or recording technology to document personal rhythmic and melodic musical ideas.

*Anchor Standard 3: Revise, refine, and complete artistic work.*

- MU:Cr3.1.3 a. Document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback.  
b. Present the final version of personal created music to others and describe connection to expressive intent.

## PERFORMING

*Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- MU:Pr4.1.3 a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.  
b. Demonstrate understanding of the structure in music selected for performance.  
c. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.  
d. Demonstrate and describe how intent is conveyed through expressive qualities (for example, dynamics, tempo).

*Practice – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

- MU:Pr5.1.3 a. Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.

*Anchor Standard 6: Convey meaning through the presentation of artistic work.*

- MU:Pr6.1.3 a. Perform music with expression and technical accuracy.  
b. Perform appropriately for the audience and purpose.

## RESPONDING

*Anchor Standard 7: Perceive and analyze artistic work.*

- MU:Re7.1.3 a. Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.  
b. Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (for example, personal, social).

*Anchor Standard 8: Construct meaningful interpretations of artistic work.*

- MU:Re8.1.3 a. Demonstrate and describe how the expressive qualities (for example, dynamics, tempo) are used in performers' interpretations to reflect expressive intent.

*Anchor Standard 9: Apply criteria to evaluate artistic work.*

- MU:Re9.1.3 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

## CONNECTING

*Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- MU:Cn10.1.3 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

*Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

- MU:Cn11.1.3 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

## THEATRE

## CREATING

*Envision/Conceptualize – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- TH:Cr1.1.3 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.  
b. Imagine and articulate ideas for costumes, props, and sets for the environment and characters in a drama/theatre work.  
c. Imagine how a character might move and speak to support the story and given circumstances in a drama/theatre work.

*Develop – Anchor Standard 2: Organize and develop artistic ideas and work.*

- TH:Cr2.1.3 a. Devise original ideas focused on character and plot for a drama/ theatre work.  
b. Contribute ideas and accept/incorporate the ideas of others in preparing or devising a drama/theatre work.

*Develop – Anchor Standard 3: Revise, refine, and complete artistic work.*

- TH:Cr3.1.3 a. Contribute to the adaptation of the plot and dialogue in a drama/theatre work.  
b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.  
c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.

## PERFORMING

*Select – Anchor Standard 4: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- TH:Pr4.1.3 a. Identify major dramatic elements in a drama/theatre work.  
b. Use body, face, gestures, and voice to communicate character traits and emotions in a scene.

*Prepare – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

- TH:Pr5.1.3 a. Participate in a variety of improvisational exercises.  
b. Identify the basic technical elements (costumes, lights, props, set, sound) that can be used in a drama/theatre work.

#### PERFORMING

*Share, Present*

- TH:Pr6.1.3 a. Communicate through a drama/theatre work with peers as an audience.

#### RESPONDING

*Reflect – Anchor Standard 7: Perceive and analyze artistic work.*

- TH:Re7.1.3 a. Describe without judgement what is seen, felt, and heard in a drama/theatre work.

*Interpret – Anchor Standard 8: Construct meaningful interpretations of artistic work.*

- TH:Re8.1.3 a. Describe a personal experience that relates to a moment in a drama/theatre work.  
b. Explore folk tales or stories from multiple cultures through drama/ theatre experience.  
c. Examine characters' feelings and make connections to personal feelings in a drama/ theatre work.

*Evaluate – Anchor Standard 9: Apply criteria to evaluate artistic work.*

- TH:Re9.1.3 a. Apply ideas about evaluation to a drama/ theatre work.  
b. Identify the contributions of each design artist in the whole design of a drama/theatre work.  
c. Compare and contrast the roles of audience and performer in a drama/theatre work.

#### CONNECTING

*Empathize – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- TH:Cn10.1.3 a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

*Interrelate – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

- TH:Cn11.1.3 a. Identify connections to community, social issues, and other content areas in drama/ theatre work.

*Research -- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

- TH:Cn11.2.3 a. Explore how stories are adapted from literature to drama/ theatre work.  
b. Research how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.

### VISUAL ARTS

#### CREATING

*Investigate, Plan, Make – Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- VA:Cr1.1.3 a. Elaborate on an imaginative idea.

*Anchor Standard 1: Generate and conceptualize artistic ideas and work.*

- VA:Cr1.2.3 a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process.

*Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.*

- VA:Cr2.1.3 a. Create personally satisfying artwork using a variety of artistic processes and materials.

*Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.*

- VA:Cr2.2.3 a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

*Investigate – Anchor Standard 2: Organize and develop artistic ideas and work.*

- VA:Cr2.3.3 a. Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

*Reflect, Refine, Continue – Anchor Standard 3: Revise, refine, and complete artistic work.*

- VA:Cr3.1.3 a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

#### PRESENTING

*Relate – Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.*

- VA:Pr4.1.3 a. Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

*Select – Anchor Standard 5: Develop and refine artistic techniques and work for presentation.*

- VA:Pr5.1.3 a. Identify exhibit space and prepare works of art, including artists' statements, for presentation.

*Analyze – Anchor Standard 6: Convey meaning through the presentation of artistic work.*

- VA:Pr6.1.3 a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.

#### RESPONDING

*Share – Anchor Standard 7: Perceive and analyze artistic work.*

- VA:Re7.1.3 a. Speculate about processes an artist uses to create a work of art.

*Perceive – Anchor Standard 7: Perceive and analyze artistic work.*

- VA:Re7.2.3 a. Determine messages communicated by an image.

*Anchor Standard 8: Construct meaningful interpretations of artistic work.*

- VA:Re8.1.3 a. Communicate feelings when engaging works of art, and describe subject matter and formal characteristics to discuss meanings of artwork.

*Analyze – Anchor Standard 9: Apply criteria to evaluate artistic work.*

- VA:Re9.2.3 a. Evaluate an artwork based on given criteria.

#### CONNECTING

*Interpret – Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.*

- VA:Cn10.1.3 a. Develop a work of art based on observations of surroundings.

*Synthesize – Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

- VA:Cn11.1.3 a. Recognize that responses to art change depending on knowledge of the time and place in which it was made.

**MATHEMATICS – 3rd GRADE****STANDARDS FOR MATHEMATICAL PRACTICE****MP**

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

**OPERATIONS AND ALGEBRAIC THINKING****OA**

*Represent and solve problems involving multiplication and division.*

- 3.OA.1 Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.
- 3.OA.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.OA.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.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

*Understand properties of multiplication and the relationship between multiplication and division.*

- 3.OA.5 Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties.
- 3.OA.6 Understand division as an unknown-factor problem.

*Multiply and divide within 100.*

- 3.OA.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.

*Solve problems involving the four operations, and identify and explain patterns in arithmetic.*

- 3.OA.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. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
- 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

**NUMBER AND OPERATIONS IN BASE TEN****NBT**

*Use place value understanding and properties of operations to perform multi-digit arithmetic.*

- 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.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.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**MEASUREMENT AND DATA****MD**

*Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.*

- 3.MD.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.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. Excludes multiplicative comparison problems (problems involving notions of "times as much"; Excludes compound units such as  $\text{cm}^3$  and finding the geometric volume of a container.

*Represent and interpret data.*

- 3.MD.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.
- 3.MD.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.

*Geometric measurement: understand concepts of area and relate area to multiplication and to addition.*

- 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - 3.MD.5.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.
  - 3.MD.5.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.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.7 Relate area to the operations of multiplication and addition.

- 3.MD.7.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.
- 3.MD.7.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 areas in mathematical reasoning.
- 3.MD.7.c 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.7.d 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.

*Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.*

- 3.MD.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.

## GEOMETRY

G

*Reason with shapes and their attributes.*

- 3.G.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.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

## NUMBER AND OPERATIONS—FRACTIONS

NF

*Develop understanding of fractions as numbers.*

- 3.NF.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.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.
  - 3.NF.2.a 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.2.b 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.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
  - 3.NF.3.a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
  - 3.NF.3.b 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.3.c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
  - 3.NF.3.d 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.

**PHYSICAL DEVELOPMENT AND HEALTH – 3rd GRADE****ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.***Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.*

- 19.A.2a Demonstrate control when performing combinations and sequences in locomotor, non- locomotor, and manipulative motor patterns.
- 19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.

*Analyze Various Movement Concepts And Applications.*

- 19.B.2a Identify the principles of movement (e.g., absorption and application of force, equilibrium).
- 19.B.2b Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns.

*Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.*

- 19.C.2a Identify and apply rules and safety procedures in physical activities.
- 19.C.2b Identify offensive, defensive, and cooperative strategies in selected activities and games.

**ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.***Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.*

- 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.
- 20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.

*Assess Individual Fitness Levels.*

- 20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.
- 20.B.2b Match recognized assessments of health-related fitness (e.g., FitnessGram) to corresponding components of fitness.

*Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.*

- 20.C.2a Set a personal health-related fitness goal.
- 20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).

**DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.***Demonstrate Personal Responsibility During Group Physical Activities.*

- 21.A.2a Accept responsibility for one's own actions in group physical activities.
- 21.A.2b Use identified procedures and safe practices without reminders during group physical activities.
- 21.A.2c Work independently on task until completed.

*Demonstrate Cooperative Skills During Structured Group Physical Activity.*

- 21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

**UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.***Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.*

- 22.A.2a Describe benefits of early detection and treatment of illness.
- 22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).
- 22.A.2c Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

*Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.*

- 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

*Explain How The Environment Can Affect Health.*

- 22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).

*Describe How To Advocate For The Health Of Individuals, Families And Communities.*

- 22.D.2a Express opinions about health issues and communicate individual health needs.

**UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.***Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.*

- 23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).

*Explain The Effects Of Health-Related Actions On The Body Systems.*

- 23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).

*Describe Factors That Affect Growth And Development.*

- 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).

- 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).

*Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.*

- 23.D.2a Locate, identify and describe functions of the basic parts of the brain.

**PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.**

*Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.*

24.A.2a Identify causes and consequences of conflict among youth.

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).

*Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.*

24.B.2a Describe key elements of a decision-making process.

*Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.*

24.C.2a Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).

**SCIENCE (NGSS) – 3rd GRADE****PHYSICAL SCIENCE****MOTION AND STABILITY: FORCES AND INTERACTIONS****STUDENTS WHO DEMONSTRATE UNDERSTANDING CAN.....**

- 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. *Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all. Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.*
- 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. *Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency. Assessment Boundary: Assessment does not include technical terms such as period and frequency.*
- 3-PS2-3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. *Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force. Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.*
- 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.\* *Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.*

**LIFE SCIENCE****FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES**

- 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. *Clarification Statement: Changes organisms go through during their life form a pattern. Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.*

**ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS**

- 3-LS2-1 Construct an argument that some animals form groups that help members survive

**HEREDITY: INHERITANCE AND VARIATION OF TRAITS**

- 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. *Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans. Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.*
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. *Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.*

**BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY**

- 3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. *Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms. Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.*
- 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. *Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.*
- 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. *Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.*
- 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.\* *Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms. Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.*

**EARTH AND SPACE****EARTH'S SYSTEMS**

- 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. *Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction. Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.*
- 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

**EARTH AND HUMAN ACTIVITY**

- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.\*  
*Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.*

**ENGINEERING DESIGN**

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

\*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

**SOCIAL / EMOTIONAL LEARNING – 3rd GRADE****DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

*Identify And Manage One's Emotions And Behavior.*

- 1A.1a Recognize and accurately label emotions and how they are linked to behavior.
- 1A.1b Demonstrate control of impulsive behavior.

*Recognize personal qualities and external supports.*

- 1B.1a Identify one's likes and dislikes, needs and wants, strengths and challenges.
- 1B.1b Identify family, peer, school, and community strengths.

*Demonstrate skills related to achieving personal and academic goals.*

- 1C.1a Describe why school is important in helping students achieve personal goals.
- 1C.1b Identify goals for academic success and classroom behavior.

**USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.**

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

*Recognize The Feelings And Perspectives Of Others.*

- 2A.1a Recognize that others may experience situations differently from oneself.
- 2A.1b Use listening skills to identify the feelings and perspectives of others.

*Recognize Individual And Group Similarities And Differences.*

- 2B.1a Describe the ways that people are similar and different.
- 2B.1b Describe positive qualities in others.

*Use Communication And Social Skills To Interact Effectively With Others.*

- 2C.1a Identify ways to work and play well with others.
- 2C.1b Demonstrate appropriate social and classroom behavior.

*Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.*

- 2D.1a Identify problems and conflicts commonly experienced by peers.
- 2D.1b Identify approaches to resolving conflicts constructively.

**DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.**

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

*Consider Ethical, Safety, And Societal Factors In Making Decisions.*

- 3A.1a Explain why unprovoked acts that hurt others are wrong.
- 3A.1b Identify social norms and safety considerations that guide behavior.

*Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.*

- 3B.1a Identify a range of decisions that students make at school.
- 3B.1b Make positive choices when interacting with classmates.

*Contribute To The Well-Being Of One's School And Community.*

- 3C.1a Identify and perform roles that contribute to one's classroom.
- 3C.1b Identify and perform roles that contribute to one's family.

**SOCIAL SCIENCE – 3rd GRADE****INQUIRY SKILLS***Constructing Essential Questions*

SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.

*Constructing Supporting Questions*

SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry.

*Determining Helpful Sources*

SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions.

*Gathering and Evaluating Sources*

SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

*Developing Claims and Using Evidence*

SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.

*Communicating Conclusions*

SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

*Critiquing Conclusions*

SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems.

*Taking Informed Action*

SS.IS.8.3-5 Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.

**CIVICS***Civic and Political Institutions*

SS.CV.1.3 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.

SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

*Participation and Deliberation: Applying Civic Virtues and Democratic Principles*

SS.CV.3.3 Compare procedures for making decisions in the classroom, school, and community.

*Processes, Rules, and Laws*

SS.CV.4.3 Describe how people have tried to improve their communities over time.

**ECONOMICS AND FINANCIAL LITERACY***Economic Decision Making*

SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.

*Exchange and Markets*

SS.EC.2.3 Generate examples of the goods and services that governments provide.

*Financial Literacy*

SS.EC.FL.1.3 Describe the role of banks and other financial institutions in an economy.

SS.EC.FL.2.3 Explain that when people borrow, they receive something of value now and agree to repay the lender over time.

**GEOGRAPHY***Geographic Representations*

SS.G.1.3 Locate major landforms and bodies of water on a map or other representation.

*Human-Environment Interaction*

SS.G.2.3 Compare how people modify and adapt to the environment and culture in our community to other places.

*Global Interconnections*

SS.G.3.3 Show how the consumption of products connects people to distant places.

**HISTORY***Change, Continuity, and Context*

SS.H.1.3 Create and use a chronological sequence of events.

*Perspectives*

SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.

*Historical Sources and Evidence*

SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

## RESOURCES TO SUPPORT THE STANDARDS

Illinois Classrooms in Action  
[www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)

Illinois Teach & Talk Math  
[www.ilteachandtalk.org](http://www.ilteachandtalk.org)

Illinois Writing Matters  
[www.ilwritingmatters.org](http://www.ilwritingmatters.org)

Illinois Stats Math  
[www.ilstats.weebly.com](http://www.ilstats.weebly.com)

Illinois Standards-Based Reporting Website  
<http://www.isbestandardsbasedreporting.com/>

Achieve the Core  
[www.achievethecore.org](http://www.achievethecore.org)

Illustrative Mathematics  
<https://www.illustrativemathematics.org/>

EdReports  
<http://www.edreports.org/>

Tools for the Common Core Standards  
<http://commoncoretools.me/>

Freddie Phonics  
<http://textproject.org/classroom-materials/>

Library of Congress  
<http://www.loc.gov/teachers/>

NewsELA  
[www.newsela.org](http://www.newsela.org)  
 (Lower ranges of Lexile available after signing up at the bottom of website.)

Ohio Resource Center  
<http://www.ohiorc.org/>

## COMPLETE ILLINOIS LEARNING STANDARDS

English Language Arts  
[http://www.isbe.net/common\\_core/pls/level1/pdf/ela-standards.pdf](http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf)

Fine Arts \*\*\*Public review DRAFT\*\*\*  
<http://illinoisartslearning.org/#report-and-standards>

Mathematics  
[http://www.isbe.net/common\\_core/pls/level1/pdf/math-standards.pdf](http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf)

Science  
<http://www.nextgenscience.org/>

Physical Development/ Health  
<http://www.isbe.net/ils/pdh/standards.htm>

Social and Emotional Learning  
[http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)

Social Science  
[http://www.isbe.net/ils/social\\_science/pdf/ss-stds-eff012716.pdf](http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf)

## PARCC Resources

PARCC Tests – ELA, Math, Systems...  
<http://parcc.pearson.com/>

Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources)  
<https://prc.parcconline.org/>

Main page and links to evidence statement tables (and other resources)  
<http://parconline.org/>

ISBE PARCC Place  
<http://www.isbe.net/parcc-place/>