Reading/Language Arts		
	Actual Standard Description	*User-Friendly Wording*
Reading Comprehension		
	RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.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.1 Ask and answer questions to show understanding of what is being read. RI.2 Talk about the most important details in the information read and how they support the main idea. RI.3 Describe how people, historical events, scientific ideas are related. RI.4 Figure out the meanings of unknown words and phrases in a text.
	RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.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 Describe characters in the story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.1 Ask and answer questions to show understanding of what is being read. RL.2 Determine the lessons or morals of stories and explain that message using details from the story. RL.3 Describe characters in stories and explain how their actions affect the story. RL.4 Figure out the meanings of unknown words and phrases in a text.
Speaking and Listening		
	SL.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.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.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.1 Successfully participate in discussions. SL.4 Share a report, story, or experience using important details and complete sentences to help others understand. SL.5 Create engaging recordings of stories or poems to show fluency in reading and create visual presentations to help share facts and details better.
Writing		

	Actual Standard Description	User-Friendly Wording
	W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.1 Write to share an opinion and give reasons to support that opinion. W.2 Write to inform and explain ideas to others clearly. W.3 Write organized stories that have many of details.
Foundational Skills		
	RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3 Demonstrate knowledge of letters and sounds by figuring out words.
Language		
	L.1 Demonstrate a command of standard English grammar and usage when writing or speaking. L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5 Demonstrate understanding of word relationships, figurative language, and word nuances.	L.1 Use grade-appropriate, proper English when writing and speaking. L.2 Use grade-appropriate, conventions while writing. L.5 Demonstrate understanding of word relationships, figurative language, and word nuances.
Mathematics		
	Actual Standard Description	*User-Friendly Wording*
Operations and Algebraic Thinking		

	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. OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8. 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. 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 × ? = 48, 5 = __ ÷ 3, 6 × 6 = ?.	OA.A.1 Understand multiplication by thinking about groups of objects. OA.A.2 Understand division by thinking about how one group can be divided into smaller groups. OA.A.3 Use what I know about multiplication and division to solve word problems. OA.A.4 Find the missing number in a multiplication or division equation.
	OA.B.5 Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) OA.B.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	OA.B.5 Use the Commutative, Associative, and Distributive properties of multiplication. OA.B.6 Find the answer to a division problem by thinking of the missing factor in a multiplication problem.
	OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	OA.C.7 Use the relationship between multiplication and division to multiply and divide within 100 easily and quickly.
Numbers and Operations Base 10		
	NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100. 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. 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.	NBT.A.1 Use place value to round numbers to the nearest 10 or 100. NBT.A.2 Quickly and easily add and subtract numbers within 1,000. NBT.A.3 Multiply any one digit whole number by a multiple of 10.

Numbers and Operations Fractions		
	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. NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	NF.A.1 Show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole. NF.A.2 Understand a fraction as a number on the number line by showing fractions on a number line diagram. NF.A.3 Understand how some different fractions can actually be equal. Compare fractions by reasoning about their size.
Measurements and Data		
	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. MD.A.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.	MD.A.1 Tell and write time to the nearest minute. Measure time in minutes. Solve telling time word problems by adding and subtracting minutes. MD.A.2 Measure liquids and solids with grams (g), kilograms (kg), and liters (l). Use addition, subtraction, multiplication, and division to solve word problems about mass or volume.
	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. 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.	MD.B.3 Make a picture or bar graph to show data and solve problems using information from graphs. MD.B.4 Create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.
	MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). MD.C.7 Relate area to the operations of multiplication and addition.	MD.C.5 Understand that one way to measure plane shapes is by the area they have. MD.C.6 Measure areas by counting unit squares. MD.C.7 Understand area by thinking about multiplication and addition.
Geometry		

	Actual Standard Description	User-Friendly Wording
	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. 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 1/4 of the area of the shape.	G.A.1 Place shapes into categories depending upon their attributes (parts). Name a category of many shapes by looking at their attributes. Recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles, and squares. G.A.2 Divide shapes into parts with equal areas and show those areas as fractions.
Science		
	Actual Standard Description	*User-Friendly Wording*
Physical Science		
	PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 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. PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.	PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 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. PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.
Life Science		
	LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
	LS2-1 Construct an argument that some animals form groups that help members survive.	LS2-1 Construct an argument that some animals form groups that help members survive.
	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.	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.
	LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago	LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago
Earth and Space Science		

	Actual Standard Description	User-Friendly Wording
	ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ESS2-2 Obtain and combine information to describe climates in different regions of the world.	ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. ESS2-2 Obtain and combine information to describe climates in different regions of the world.
	ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	ESS3-1Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Labs and Activities		
	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.	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.
Social Studies		
	Actual Standard Description	*User-Friendly Wording*
Inquiry		
	IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.	IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others.
	IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
	IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.	IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.
	IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
Geography		
	G.2.4 Compare how people modify and adult to the environment and culture in our community to other places.	G.2.4 Compare how people modify and adult to the environment and culture in our community to other places.
History		
	H.1.3 Create and use a chronological sequence of events.	H.1.3 Create and use a chronological sequence of events.
	H.2.3 Describe how significant people, events, and developments have shaped their own community and region.	H.2.3 Describe how significant people, events, and developments have shaped their own community and region.
Art		
	Actual Standard Description	*User-Friendly Wording*
Creating		
	CR1.1 Creativity and innovative thinking are essential life skills that can be developed.	CR1.1 Extend work, show growth in skills.
	CR2.3 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.	CR2.3 Create original, innovative, and/ or daring work. Consciously experiment with the process of art and taking risks.

	Actual Standard Description	User-Friendly Wording
	CR3.1 Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.	CR3.1 Reflect upon their artwork and make improvements. Consistently stay focused on their artwork through practice and conversation.
Responding		
	RE8.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	RE8.1 Be cooperative and generous in discussion. Ask pertinent questions.
Connecting		
	CN10.1 Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.	CN10.1 Create an artwork and relate it to a personal experience by connecting it to an interest, observation or a memory.
Music		
	Actual Standard Description	*User-Friendly Wording*
Creating		
	CR1.1 Generate and conceptualize artistic ideas and work.	CR1.1 Generate and conceptualize artistic ideas and work.
	CR2.1 Organize and develop artistic ideas and work.	CR2.1 Organize and develop artistic ideas and work.
	CR3.1 Revise, refine, and complete artistic work.	CR3.1 Revise, refine, and complete artistic work.
Performing		
	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.	PR4.1 People gain insights into meanings of artworks by engaging in the process of art criticism.
	PR5.1 Develop and refine artistic techniques and work for presentation.	PR5.1 Develop and refine artistic techniques and work for presentation.
	PR6.1 Convey meaning through the presentation of artistic work.	PR6.1 Convey meaning through the presentation of artistic work.
Technology		
	Actual Standard Description	*User-Friendly Wording*
Digital Citizen		
	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Understand how to be safe online in a digital world while using technology independently and responsibly to make safe choices.
Creative Communicator		
	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	Understand the difference in technology resources, tools and apps available to create various artifacts.
Empowered Learner		
	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	Understand how to leverage technology to take an active role in choosing, achieving and demonstrating their learning goals.

Physical Education		
	Actual Standard Description	*User-Friendly Wording*
Movement Skills		
	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity	19.A Demonstrate physical competency in a variety of motor skills and movement patterns 19.B Analyze various movement concepts and applications 19.C Demonstrate knowledge of rules, safety, and strategies during physical activity
Team Building		
	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task	21.A Demonstrate personal responsibility during group physical activities 21.B Work cooperatively with another to accomplish an assigned task
Social Emotional Learning		
	Actual Standard Description	*User-Friendly Wording*
Develop self-awareness and self-management skills to achieve school and life success		
	GOAL 1 A. Identify and manage one's emotions and behavior. 1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner. B. Recognize personal qualities and external supports. 1B.2a. Describe personal skills and interests that one wants to develop. 1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. C. Demonstrate skills related to achieving personal and academic goals. 1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a short term personal goal.	GOAL 1 A. Identify and manage one's emotions and behavior. 1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner. B. Recognize personal qualities and external supports. 1B.2a. Describe personal skills and interests that one wants to develop. 1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. C. Demonstrate skills related to achieving personal and academic goals. 1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a short term personal goal.
Use social-awareness and interpersonal skills to establish and maintain positive relationships		

	GOAL 2 A. Recognize the feelings and perspectives of others. 2.A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2.A.2b. Describe the expressed feelings and perspectives of others. B. Recognize individual and group similarities and differences. 2.B.2a. Identify differences among and contributions of various social and cultural groups. 2.B.2b. Demonstrate how to work effectively with those who are different from oneself. C. Use communication and social skills to interact effectively with others. 2.C.2a. Describe approaches for making and keeping friends. 2.C.2b. Analyze ways to work effectively in groups. D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 2.D.2a. Describe causes and consequences of conflicts. 2.D.2b. Apply constructive approaches in resolving conflicts.	GOAL 2 A. Recognize the feelings and perspectives of others. 2.A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2.A.2b. Describe the expressed feelings and perspectives of others. B. Recognize individual and group similarities and differences. 2.B.2a. Identify differences among and contributions of various social and cultural groups. 2.B.2b. Demonstrate how to work effectively with those who are different from oneself. C. Use communication and social skills to interact effectively with others. 2.C.2a. Describe approaches for making and keeping friends. 2.C.2b. Analyze ways to work effectively in groups. D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 2.D.2a. Describe causes and consequences of conflicts. 2.D.2b. Apply constructive approaches in resolving conflicts.
Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts		
	GOAL 3 A. Consider ethical, safety, and societal factors in making decisions. 3.A.2a Demonstrate the ability to respect the rights of self and others. 3.A.2b Demonstrate knowledge of how social norms affect decision making and behavior. B. Apply decision making skills to deal responsibly with daily academic and social situations. 3.B.2a Identify and apply the steps of systematic decision making. 3.B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations. C. Contribute to the well-being of one's school and community. 3.C.2a Identify and perform roles that contribute to the school community. 3.C.2b Identify and perform roles that contribute to one's local community.	GOAL 3 A. Consider ethical, safety, and societal factors in making decisions. 3.A.2a Demonstrate the ability to respect the rights of self and others. 3.A.2b Demonstrate knowledge of how social norms affect decision making and behavior. B. Apply decision making skills to deal responsibly with daily academic and social situations. 3.B.2a Identify and apply the steps of systematic decision making. 3.B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations. C. Contribute to the well-being of one's school and community. 3.C.2a Identify and perform roles that contribute to the school community. 3.C.2b Identify and perform roles that contribute to one's local community.