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Common Core Standards	Converted/Unpacked Standards				
<b>Reading Literature</b>					
CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask questions about what the text says and search the text to find the answers. [RL.3.1] I can answer questions about the text to show I understand it. [RL.3.1]	Q1	Q2	Q3	Q4
CC.3.R.L.2 Key Ideas and Details: 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.	I can describe the main idea of a text and locate details in the text that support the main idea. [RI.3.2] I can summarize what the text says. [RI.3.2] I can identify the theme of a story using key details from the text. RI 3.2	Q1	Q2	Q3	Q4
CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can describe a character's traits (how they look and act), their dreams and fears, and their feelings. [RL.3.3] I can explain how a character's actions are important to the events in a story. [RL.3.3]	Q1	Q2	Q3	Q4
CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can understand the meanings of words and phrases as they are used in a text. [RL.3.4] I can define direct/actual language, and give examples. [RL.3.4] I can define figurative language, and give examples. [RL.3.4] I can determine if a word or phrase is being used literally or figuratively in a text. [RL.3.4]	Q1	Q2	Q3	Q4
CC.3.R.L.5 Craft and Structure: 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.	I can write or speak about a text and talk about different parts of the text like chapters, scenes, or stanzas. [RL.3.5] I can describe how one part of a text builds on the parts that came before it. [RL.3.5]	Q1	Q2	Q3	Q4
CC.3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.	I can describe a narrator or character's point of view in a text. [RL.3.6] I can compare and contrast a narrator or character's feelings about a topic and my own feelings. [RL.3.6]	Q1	Q2	Q3	Q4
CC.3.R.L.7 Integration of Knowledge and Ideas: 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).	I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story. [RL.3.7]	Q1	Q2	Q3	Q4
CC.3.R.L.9 Integration of Knowledge and Ideas: 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).	I can compare and contrast the themes, plots, and settings of stories written by the same author about the same or similar characters. [RL.3.9]	Q1	Q2	Q3	Q4
CC.3.R.L.10 Range of Reading and Complexity of Text: 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.	I can read and comprehend all genres of literature at the end of the year. I can explain which portions of a text I understand. [RL.3.10] I can locate and explain portions of a text that are difficult for me. [RL.3.10] I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.3.10]	Q1	Q2	Q3	Q4
<b>Reading Informational Text</b>		Q1	Q2	Q3	Q4
CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can talk about what a text says when answering questions about the text. [RI.3.1] I can ask and answer questions about a text to show that I understand what it says. [RI.3.1]	Q1	Q2	Q3	Q4
CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can describe the main idea of a text and locate details in the text that support the main idea. [RI.3.2] I can summarize what the text says. [RI.3.2]	Q1	Q2	Q3	Q4

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CC.3.R.1.3 Key Ideas and Details: 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.	I can describe the sequence of historical events after reading about it. [RI.3.3] I can describe the steps of a scientific process after reading about it. [RI.3.3] I can describe the steps of a process after reading a text describing how something works. [RI.3.3]	Q1	Q2	Q3	Q4
CC.3.R.1.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.3.4]	Q1	Q2	Q3	Q4
CC.3.R.1.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can locate information on web pages using sidebars, links, and search fields. [RI.3.5] I can understand that internet search engines display results based on keywords. [RI.3.5] I can use relevant key words for internet searches. [RI.3.5]	Q1	Q2	Q3	Q4
CC.3.R.1.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.	I can understand that my opinion may or may not be the same opinion that is presented in a text. [RI.3.6] I can compare and contrast my opinion with the opinion of an author of a text I'm reading. [RI.3.6]	Q1	Q2	Q3	Q4
CC.3.R.1.7 Integration of Knowledge and Ideas: 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).	I can study illustrations, maps, and photographs to learn more about a topic. [RI.3.7] I can explain how illustrations, maps, and photographs are helpful in learning about a topic. [RI.3.7]	Q1	Q2	Q3	Q4
CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can read a paragraph and understand the connections between the sentences. [RI.3.8] I can read about an event or process and describe what happened in order. [RI.3.8] I can read about an event or process and describe the cause and effect. [RI.3.8]	Q1	Q2	Q3	Q4
CC.3.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.	I can explain how the most important points in a text support the main idea. [RI.3.9] I can identify information from two texts about the same topic. [RI.3.9] I can compare and contrast the most important points presented in two texts on the same topic. [RI.3.9]	Q1	Q2	Q3	Q4
<b>Reading Fundamentals</b>		Q1	Q2	Q3	Q4
CC.3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.	I can know the meaning of most common prefixes and suffixes. [RF.3.3] I can read common words with prefixes and suffixes. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.3.b Phonics and Word Recognition: Decode words with common Latin suffixes.	I can figure out the meaning of words I don't recognize that have common Latin suffixes. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.	I can read multi-syllable words. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.3.d Phonics and Word Recognition: Read grade- appropriate irregularly spelled words.	I can read irregularly spelled words. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read fluently with accuracy to understand what I read. [RF.3.4]	Q1	Q2	Q3	Q4

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<b>Common Core Standards</b>	<b>Converted/Unpacked Standards</b>				
CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.	I can read with purpose and understanding. [RF.3.4]	Q1	Q2	Q3	Q4
CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	I can read stories and poems aloud clearly, accurately, and at a steady pace. [RF.3.4]	Q1	Q2	Q3	Q4
CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can correct mistakes I make. I can reread for clarification when I read silently or aloud. [RF.3.4]	Q1	Q2	Q3	Q4
<b>Writing</b>		Q1	Q2	Q3	Q4
CC.3.W.1 Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	I can write opinion pieces on topics and texts. I can include support for my point of view. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	I can introduce a topic or text, state an opinion, and organize a list reasons that support my opinion. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.	I can provide reasons that support my opinion. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	I can explain my opinion and reasons using linking words or phrases. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.	I can end my writing by providing a concluding statement or section. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write informational/explanatory texts that examine a topic and express information clearly. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	I can introduce a topic clearly and group related information together. [W.3.2] I can include an illustration in my written pieces if necessary. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.	I can develop the topic with facts, definitions, and details. [W.3.2]	Q1	Q2	Q3	Q4
<b>Common Core Standards</b>	<b>Converted/Unpacked Standards</b>	Q1	Q2	Q3	Q4
CC.3.W.2.c Text Types and Purposes: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	I can use words and phrases like “also”, “another”, “and”, “more”, and “but” to connect ideas that should be grouped together. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.2.d Text Types and Purposes: Provide a concluding statement or section.	I can end my piece by providing a concluding statement or paragraph. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can write narratives to explain real or imagined experiences or events. [W.3.3] I can use narrative writing strategies, provide descriptive details, and put events in order. [W.3.3]	Q1	Q2	Q3	Q4
CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	I can begin a story by describing a situation and introducing a narrator and/or characters. [W.3.3] I can organize a series of events in order. [W.3.3]	Q1	Q2	Q3	Q4
CC.3.W.3.b Text Types and Purposes: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	I can 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]	Q1	Q2	Q3	Q4
CC.3.W.3.c Text Types and Purposes: Use temporal words and phrases to signal event order.	I can use words and phrases having to do with time to put events in order. [W.3.3]	Q1	Q2	Q3	Q4

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CC.3.W.3.d Text Types and Purposes: Provide a sense of closure.	I can end my story with a closing sentence. [W.3.3]	Q1	Q2	Q3	Q4
CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can understand my task, purpose, and audience when I write. [W.3.4] I can develop and organize my writing in a way that makes sense for my audience and purpose. [W.3.4]	Q1	Q2	Q3	Q4
CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)	I can understand writing as a process of planning, revising, and editing. [W.3.5] I can develop and improve my writing by planning, revising, and editing. [W.3.5]	Q1	Q2	Q3	Q4
CC.3.W.6 Production and Distribution of Writing: 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.	I can use technology to work on keyboarding skills. [W.3.6] I can use technology, including the internet, to interact and collaborate with others. [W.3.6]	Q1	Q2	Q3	Q4
CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.	I can conduct short research projects to learn about a topic. [W.3.7]	Q1	Q2	Q3	Q4
CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	I can gather information from print and digital sources. [W.3.8] I can remember and share information from my experiences. [W.3.8] I can take brief notes and sort information into categories using a graphic organizer. [W.3.8]	Q1	Q2	Q3	Q4
CC.3.W.10 Range of Writing: 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.	I can choose a writing structure to fit my task, purpose, and/or audience. (W.3.10) I can write for long or short periods of time, depending on the tasks. (W.3.10) I can write for a variety of reasons. (W.3.10)	Q1	Q2	Q3	Q4
<b>Speaking and Listening</b>		Q1	Q2	Q3	Q4
CC.3.SL.1 Comprehension and Collaboration: 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.	I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.3.1] I can build on the ideas of others in a discussion. [SL.3.1] I can discuss my own ideas clearly in a discussion. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.a Comprehension and Collaboration: 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.	I can be prepared for discussions by reading and studying required materials. [SL.3.1] I can refer to texts and other required materials when discussing a topic. I can refer to my own prior knowledge when discussing a topic. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.b Comprehension and Collaboration: 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).	I can follow established rules for class discussions. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.c Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	I can participate in conversations by asking questions and staying on topic. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.	I can explain my ideas and understanding of a topic after having a discussion about it. [SL.3.1]	Q1	Q2	Q3	Q4

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CC.3.SL.2 Comprehension and Collaboration: 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.	I can determine the main idea and supporting details of a text read aloud to me. [SL.3.2] I can determine the main idea and supporting details of information presented visually, such as a photograph or video. [SL.3.2] I can determine the main idea and supporting details of information presented orally, such as a speech or conversation. [SL.3.2] I can determine the main idea and supporting details of information presented in a graph or chart. [SL.3.2]	Q1	Q2	Q3	Q4
CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	I can ask and answer questions about information a speaker provides. [SL.3.3]	Q1	Q2	Q3	Q4
CC.3.SL.4 Presentation of Knowledge and Ideas: 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.	I can report on a topic or text, tell a story, or retell an experience while providing important facts and details. [SL.3.4] I can speak clearly and at an understandable pace when presenting. [SL.3.4]	Q1	Q2	Q3	Q4
CC.3.SL.5 Presentation of Knowledge and Ideas: 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.	I can create audio recordings of stories or poems by reading aloud at an understandable pace. [SL.3.5] I can use visuals such as drawings or photographs to draw attention to certain facts or details. [SL.3.5]	Q1	Q2	Q3	Q4
CC.3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)	I can speak in complete sentences. [SL.3.6]	Q1	Q2	Q3	Q4
<b>Language</b>		Q1	Q2	Q3	Q4
CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	I can explain what nouns, pronouns, verbs, adjectives, and adverbs are. [L.3.1] I can explain how nouns, pronouns, verbs, adjectives, and adverbs function in sentences. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns	I can remember common irregular plural nouns and use them correctly (for example, cacti, mice, etc.). [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).	I can use abstract nouns such as childhood. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.d Conventions of Standard English: Form and use regular and irregular verbs.	I can explain the difference between regular and irregular verbs and use them correctly. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	I can explain the difference between simple verb tenses and use correct subject-verb agreement. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*	I can define the word, antecedent (the word or group of words a pronoun replaces). [L.3.1] I can make sure a pronoun agrees with its antecedent. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.g Conventions of Standard English: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	I can define and provide examples of comparative and superlative adjectives and adverbs. [L.3.1] I can accurately use comparative and superlative adjectives and adverbs. [L.3.1]	Q1	Q2	Q3	Q4

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CC.3.L.1.h Conventions of Standard English: Use coordinating and subordinating conjunctions.	I can define and provide examples of coordinating and subordinating conjunctions. [L.3.1] I can accurately use coordinating and subordinating conjunctions, and can explain how they affect the meaning of the remainder of the sentence. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.	I can write simple, compound, and complex sentences. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.	I can capitalize appropriate words in titles. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.b Conventions of Standard English: Use commas in addresses.	I can correctly use commas in addresses. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue.	I can correctly use commas quotation marks in dialogue. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.d Conventions of Standard English: Form and use possessives.	I can form and use possessives and know the difference between it's and its. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	I can remember spelling rules and apply them to new words I'm studying. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	I can remember spelling rules and apply them to new words I'm studying. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use reference materials to look up the spelling of a word. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.L.3.a Knowledge of Language: Choose words and phrases for effect.*	I can identify or choose specific words to bring a sentence or story to life. [L.3.3] I can choose specific phrases to create a certain effect in a sentence. [L.3.3] I can choose words or phrases to add effect or interest when writing or speaking. [L.3.3]	Q1	Q2	Q3	Q4
CC.3.L.3.b Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.	I can understand the different rules and patterns people follow when speaking versus writing. [L.3.3] I can follow different rules and patterns if I am speaking versus writing. [L.3.3]	Q1	Q2	Q3	Q4
CC.3.L.4 Vocabulary Acquisition and Use: 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.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by looking for context clues in a sentence. [L.3.4]	Q1	Q2	Q3	Q4

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CC.3.L.4.b Vocabulary Acquisition and Use: 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).	I can identify the affix of a word. [L.3.4] I can define prefix, suffix, and root. [L.3.4] I can determine how the meaning of a word changes when an prefix or suffix is added, such as care/careless or heat/preheat. [L.3.4]	Q1	Q2	Q3	Q4
CC.3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion). [L.3.4]	Q1	Q2	Q3	Q4
CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	I can determine the definition of a word or phrase by using a reference material. [L.3.4]	Q1	Q2	Q3	Q4
CC.3.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	I can define figurative language and provide an example. [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	I can tell the difference between literal (actual) and nonliteral (figurative) meanings of words and phrases in sentences. [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	I can provide real-world examples related to words I learn (such as describe people who are friendly). [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	I can recognize words that have similar meaning and choose the word that best describes the mood or state of mind. [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.6 Vocabulary Acquisition and Use: 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).	I can learn and use vocabulary terms specific to a topic I'm learning or discussing. [L.3.6] I can learn and use vocabulary words that describe how people, places, and things are organized in a setting and a certain time period. [L.3.6]	Q1	Q2	Q3	Q4

GR3 CCSS MATH BY Q (2)

Common Core Standards	Converted/Unpacked Standards				
<b>Standards Code: OA=Operations and Algebraic Thinking, NBT=Number and Operations in Base 10, MD=Measurements and Data, G=Geometry, NF=Number and Operations-Fractions, RP=Ratios and Proportional Relationships, NS= Number System, EE=Expressions and Equations, SP=Statistics and Probability, A=Algebra.</b>		Q1	Q2	Q3	Q4
CC.3.OA.1 Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret $5 \times 7$ 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 $5 \times 7$ .	I can show products of whole numbers. (CCSS: 3.OA.1)	Q1	Q2	Q3	Q4
CC.3.OA.2 Represent and solve problems involving multiplication and division. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	I can show whole-number quotients of whole numbers. (CCSS: 3.OA.2)	Q1	Q2	Q3	Q4
CC.3.OA.3 Represent and solve problems involving multiplication and division. 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.	I can decide when to multiply and divide in word problems. (CCSS: 3.OA.3) I can represent multiplication and division word problems using drawings and equations with unknowns in all positions. (CCSS: 3.OA.3) I can solve word problems involving equal groups, arrays, and measurement quantities using drawings and equations. (CCSS: 3.OA.3)	Q1	Q2	Q3	Q4
CC.3.OA.4 Represent and solve problems involving multiplication and division. Decide the unknown whole number in a multiplication or division equation relating three whole numbers. For example, decide the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = \div 3$ , $6 \times 6 = ?$ .	I can find the unknown whole number in a multiplication or division problems. (CCSS: 3.OA.4)	Q1	Q2	Q3	Q4
CC.3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) (Students need not use formal terms for these properties.)	I can explain and apply the commutative, associative, and distributive properties of multiplication. (CCSS: 3.OA.5) I can take apart, regroup, and reorder factors to make it easier to multiply. (CCSS: 3.OA.5) I can explain how the multiplication properties relate to division. (CCSS: 3.OA.5)	Q1	Q2	Q3	Q4

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<p>CC.3.OA.6 Understand properties of multiplication and the relationship between multiplication and division. Understand division as an unknown-factor problem. For example, divide <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</p>	<p>I can explain the relationship between multiplication and division. (CCSS: 3.OA.6) I can turn a division problem into a multiplication problems with an unknown factor. (CCSS: 3.OA.6)</p>	Q1	Q2	Q3	Q4
<p>CC.3.OA.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.</p>	<p>I can multiply any two numbers with a product within 100 by choosing the correct strategies. (CCSS: 3.OA.7) I can instantly recall my multiplication facts. (CCSS: 3.OA.7) I can divide any two numbers with a quotient within 100 by choosing the correct strategies. (CCSS: 3.OA.7)</p>	Q1	Q2	Q3	Q4
<p>CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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).)</p>	<p>I can solve two-step word problems using the four operations. (CCSS: 3.OA.8) I can write equations using a letter for the unknown number. (CCSS: 3.OA.8) I can decide if my answers are reasonable using mental math and estimation strategies. (CCSS: 3.OA.8) I can solve problems using the Order of Operations. (CCSS: 3.OA.8)</p>	Q1	Q2	Q3	Q4
<p>CC.3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be take apartd into two equal addends.</p>	<p>I can identify arithmetic patterns in number charts, addition tables, and multiplication tables. (CCSS: 3.OA.9) I can explain arithmetic patterns using properties of operations. (CCSS: 3.OA.9)</p>	Q1	Q2	Q3	Q4
<p>CC.3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	<p>I can identify place value up to the thousands. (CCSS: 3.NBT.1) I can use place value to round whole numbers to the nearest 10 or 100. (CCSS: 3.NBT.1)</p>	Q1	Q2	Q3	Q4
<p>CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)</p>	<p>I can add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 3.NBT.2)</p>	Q1	Q2	Q3	Q4
<p>CC.3.NBT.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations. (A range of algorithms may be used.)</p>	<p>I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. (CCSS: 3.NBT.3)</p>	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.NF.1 Develop understanding of fractions as numbers. 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 $1/b$ . (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I understand that the top numeral of a fraction is the numerator and is part of the whole. I understand that the bottom numeral of a fraction is the denominator and is the whole.	Q1	Q2	Q3	Q4
CC.3.NF.2 Develop understanding of fractions as numbers. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can show a fraction on a number line.	Q1	Q2	Q3	Q4
CC.3.NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can describe a fraction as a number on the number line. (CCSS: 3.NF.2) I can show fractions on a number line diagram. (CCSS: 3.NF.2)	Q1	Q2	Q3	Q4
CC.3.NF.2b Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can divide a number line into parts of a whole to show a fraction. (CCSS: 3.NF.2) I can identify a fraction on a number line. (CCSS: 3.NF.2) I can divide a number line into the parts of a given fraction $a/b$ . (CCSS: 3.NF.2) I can explain how the parts represent the fraction $a/b$ . (CCSS: 3.NF.2)	Q1	Q2	Q3	Q4
CC.3.NF.3 Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can explain equivalent fractions. (CCSS: 3.NF.3) I can compare fractions by explaining their size. (CCSS: 3.NF.3)	Q1	Q2	Q3	Q4
CC.3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (CCSS: 3.NF.3a)	Q1	Q2	Q3	Q4
CC.3.NF.3b Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$ , $4/6 = 2/3$ ), Explain why the fractions are equivalent, e.g., by using a visual fraction model. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can identify and create simple equivalent fractions. (CCSS: 3.NF.3b) I can explain and /or model why the fractions are equivalent. (CCSS: 3.NF.3b)	Q1	Q2	Q3	Q4
CC.3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$ ; recognize that $6/1 = 6$ ; locate $4/4$ and 1 at the same point of a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can say and write whole numbers as fractions. (CCSS: 3.NF.3c) I can recognize fractions that are equivalent (equal) to whole numbers. (CCSS: 3.NF.3c)	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
<p>CC.3.NF.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size, Recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>I can compare two fractions with the same numerator or the same denominator by explaining their size. (CCSS: 3.NF.3d)                      I understand I can only compare fractions that have the same whole. (CCSS: 3.NF.3d)                      I can explain and compare fractions with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>. (CCSS: 3.NF.3d)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 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.</p>	<p>I can tell and write time to the nearest minute. (CCSS: 3.MD.1)                      I can measure time intervals in minutes. (CCSS: 3.MD.1)                      I can find the elapsed time using a number line. (CCSS: 3.MD.1)                      I can solve word problems involving addition and subtraction of time intervals in minutes using a number line diagram. (CCSS: 3.MD.1)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as <math>\text{cm}^3</math> and finding the geometric volume of a container.) 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.”))</p>	<p>I can measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (CCSS: 3.MD.2)                      I can use models to add, subtract, multiply, or divide to solve one-step word problems about masses or volumes. (CCSS: 3.MD.2)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.3 Represent and interpret data. 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.</p>	<p>I can draw a pictograph with a key and a bar graph with a scale to show a data set with several categories. (CCSS: 3.MD.3)                      I can solve one- and two-step “how many more” and “how many less” problems using information in bar graphs with scale.1 (CCSS: 3.MD.3)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.4 Represent and interpret data. 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.</p>	<p>I can use a ruler to measure lengths in whole, half, and quarter inches. (CCSS: 3.MD.4)                      I can make a line plot, where the horizontal scale is marked off in correct units— whole numbers, halves, or quarters. (CCSS: 3.MD.4)</p>	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
<p>CC.3.MD.5 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>-- 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.</p> <p>-- b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p>	<p>I can define a square unit (unit square). (CCSS: 3.MD.5)</p> <p>I can define area as the measurement of space within a plane figure and explain why area is measured in square units. (CCSS: 3.MD.5)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.6 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>I can measure the area of a shape or a flat surface. (CC.3.MD.6)</p> <p>I can use unit squares to measure the area of a shape. (CC.3.MD.6)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition.</p>	<p>I can use multiplication and addition to find the area of a shape. (CCSS: 3.MD.7)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>	<p>I can find the area of a rectangle by tiling it, and show that the area is the same as <math>l \times w</math> (using side lengths). (CCSS: 3.MD.7a)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	<p>I can multiply side lengths to find areas of rectangles when solving real world problems. (CCSS: 3.MD.7b)</p> <p>I can represent whole-number products as rectangular areas (arrays). (CCSS: 3.MD.7b)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p>	<p>I can use tiles to show the area of a rectangle. (CCSS: 3.MD.7c)</p> <p>I can use area models to represent the distributive property. (CCSS: 3.MD.7c)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>I can find area of irregular figures by finding the area of each part and adding them together. (CCSS: 3.MD.7d)</p> <p>I can apply this technique to solve real world problems. (CCSS: 3.MD.7d)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 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 area or with the same area and different perimeter.</p>	<p>I can solve real world problems about perimeters of polygons. (CCSS: 3.MD.8)</p> <p>I can find the perimeter using the side lengths. (CCSS: 3.MD.8)</p> <p>I can find an unknown side length from the perimeter. (CCSS: 3.MD.8)</p> <p>I can find rectangles with the same perimeter and different areas or with the same area and different perimeters. (CCSS: 3.MD.8)</p>	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
<p>CC.3.G.1 Reason with shapes and their attributes. 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.</p>	<p>I can use attributes (traits) to identify shapes.(CCSS: 3.G.1)                      I can use attributes (traits) to classify shapes into categories. (CCSS: 3.G.1)                      I can define quadrilaterals.(CCSS: 3.G.1)                      I can recognize rhombuses, rectangles, and squares as being examples of quadrilaterals.(CCSS: 3.G.1)                      I can draw quadrilaterals other than rhombuses, rectangles, and squares (CCSS: 3.G.1)</p>	Q1	Q2	Q3	Q4
<p>CC.3.G.2 Reason with shapes and their attributes. 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 is 1/4 of the area of the shape.</p>	<p>I can divide shapes into parts with equal areas.(CCSS: 3.G.2)                      I can show the area of each part of a whole as a unit fraction. (CCSS: 3.G.2)</p>	Q1	Q2	Q3	Q4
<p><b>Standards for Mathematical Practice</b></p>	<ol style="list-style-type: none"> <li>1. <b>Make sense of problems and persevere in solving them.</b></li> <li>2. <b>Reason abstractly and quantitatively.</b></li> <li>3. <b>Construct viable arguments and critique the reasoning of others.</b></li> <li>4. <b>Model with mathematics.</b></li> <li>5. <b>Use appropriate tools strategically.</b></li> <li>6. <b>Attend to precision.</b></li> <li>7. <b>Look for and make use of structure.</b></li> <li>8. <b>Look for and express regularity in repeated reasoning.</b></li> </ol>				

GR3 CCSS ELA BY STANDARD

Common Core Standards	Converted/Unpacked Standards				
<b>Reading Literature</b>					
CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask questions about what the text says and search the text to find the answers. [RL.3.1] I can answer questions about the text to show I understand it. [RL.3.1]	Q1	Q2	Q3	Q4
CC.3.R.L.2 Key Ideas and Details: 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.	I can describe the main idea of a text and locate details in the text that support the main idea. [RI.3.2] I can summarize what the text says. [RI.3.2] I can identify the theme of a story using key details from the text. RI 3.2	Q1	Q2	Q3	Q4
CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can describe a character's traits (how they look and act), their dreams and fears, and their feelings. [RL.3.3] I can explain how a character's actions are important to the events in a story. [RL.3.3]	Q1	Q2	Q3	Q4
CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can understand the meanings of words and phrases as they are used in a text. [RL.3.4] I can define direct/actual language, and give examples. [RL.3.4] I can define figurative language, and give examples. [RL.3.4] I can determine if a word or phrase is being used literally or figuratively in a text. [RL.3.4]	Q1	Q2	Q3	Q4
CC.3.R.L.5 Craft and Structure: 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.	I can write or speak about a text and talk about different parts of the text like chapters, scenes, or stanzas. [RL.3.5] I can describe how one part of a text builds on the parts that came before it. [RL.3.5]	Q1	Q2	Q3	Q4
CC.3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.	I can describe a narrator or character's point of view in a text. [RL.3.6] I can compare and contrast a narrator or character's feelings about a topic and my own feelings. [RL.3.6]	Q1	Q2	Q3	Q4
CC.3.R.L.7 Integration of Knowledge and Ideas: 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).	I can explain in detail how the illustrations in a text add to a character, setting, or mood of a story. [RL.3.7]	Q1	Q2	Q3	Q4
CC.3.R.L.9 Integration of Knowledge and Ideas: 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).	I can compare and contrast the themes, plots, and settings of stories written by the same author about the same or similar characters. [RL.3.9]	Q1	Q2	Q3	Q4
CC.3.R.L.10 Range of Reading and Complexity of Text: 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.	I can read and comprehend all genres of literature at the end of the year. I can explain which portions of a text I understand. [RL.3.10] I can locate and explain portions of a text that are difficult for me. [RL.3.10] I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.3.10]	Q1	Q2	Q3	Q4
<b>Reading Informational Text</b>		Q1	Q2	Q3	Q4
CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can talk about what a text says when answering questions about the text. [RI.3.1] I can ask and answer questions about a text to show that I understand what it says. [RI.3.1]	Q1	Q2	Q3	Q4
CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can describe the main idea of a text and locate details in the text that support the main idea. [RI.3.2] I can summarize what the text says. [RI.3.2]	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.R.1.3 Key Ideas and Details: 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.	I can describe the sequence of historical events after reading about it. [RI.3.3] I can describe the steps of a scientific process after reading about it. [RI.3.3] I can describe the steps of a process after reading a text describing how something works. [RI.3.3]	Q1	Q2	Q3	Q4
CC.3.R.1.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meanings of words and phrases as they are used in a text. [RI.3.4]	Q1	Q2	Q3	Q4
CC.3.R.1.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can locate information on web pages using sidebars, links, and search fields. [RI.3.5] I can understand that internet search engines display results based on keywords. [RI.3.5] I can use relevant key words for internet searches. [RI.3.5]	Q1	Q2	Q3	Q4
CC.3.R.1.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.	I can understand that my opinion may or may not be the same opinion that is presented in a text. [RI.3.6] I can compare and contrast my opinion with the opinion of an author of a text I'm reading. [RI.3.6]	Q1	Q2	Q3	Q4
CC.3.R.1.7 Integration of Knowledge and Ideas: 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).	I can study illustrations, maps, and photographs to learn more about a topic. [RI.3.7] I can explain how illustrations, maps, and photographs are helpful in learning about a topic. [RI.3.7]	Q1	Q2	Q3	Q4
CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can read a paragraph and understand the connections between the sentences. [RI.3.8] I can read about an event or process and describe what happened in order. [RI.3.8] I can read about an event or process and describe the cause and effect. [RI.3.8]	Q1	Q2	Q3	Q4
CC.3.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.	I can explain how the most important points in a text support the main idea. [RI.3.9] I can identify information from two texts about the same topic. [RI.3.9] I can compare and contrast the most important points presented in two texts on the same topic. [RI.3.9]	Q1	Q2	Q3	Q4
<b>Reading Fundamentals</b>		Q1	Q2	Q3	Q4
CC.3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.	I can know the meaning of most common prefixes and suffixes. [RF.3.3] I can read common words with prefixes and suffixes. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.3.b Phonics and Word Recognition: Decode words with common Latin suffixes.	I can figure out the meaning of words I don't recognize that have common Latin suffixes. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.	I can read multi-syllable words. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.3.d Phonics and Word Recognition: Read grade- appropriate irregularly spelled words.	I can read irregularly spelled words. [RF.3.3]	Q1	Q2	Q3	Q4
CC.3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.	I can read fluently with accuracy to understand what I read. [RF.3.4]	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.	I can read with purpose and understanding. [RF.3.4]	Q1	Q2	Q3	Q4
CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	I can read stories and poems aloud clearly, accurately, and at a steady pace. [RF.3.4]	Q1	Q2	Q3	Q4
CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can correct mistakes I make. I can reread for clarification when I read silently or aloud. [RF.3.4]	Q1	Q2	Q3	Q4
<b>Writing</b>		Q1	Q2	Q3	Q4
CC.3.W.1 Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	I can write opinion pieces on topics and texts. I can include support for my point of view. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	I can introduce a topic or text, state an opinion, and organize a list reasons that support my opinion. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.	I can provide reasons that support my opinion. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	I can explain my opinion and reasons using linking words or phrases. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.	I can end my writing by providing a concluding statement or section. [W.3.1]	Q1	Q2	Q3	Q4
CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	I can write informational/explanatory texts that examine a topic and express information clearly. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	I can introduce a topic clearly and group related information together. [W.3.2] I can include an illustration in my written pieces if necessary. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.	I can develop the topic with facts, definitions, and details. [W.3.2]	Q1	Q2	Q3	Q4
<b>Common Core Standards</b>	<b>Converted/Unpacked Standards</b>	Q1	Q2	Q3	Q4
CC.3.W.2.c Text Types and Purposes: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	I can use words and phrases like “also”, “another”, “and”, “more”, and “but” to connect ideas that should be grouped together. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.2.d Text Types and Purposes: Provide a concluding statement or section.	I can end my piece by providing a concluding statement or paragraph. [W.3.2]	Q1	Q2	Q3	Q4
CC.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	I can write narratives to explain real or imagined experiences or events. [W.3.3] I can use narrative writing strategies, provide descriptive details, and put events in order. [W.3.3]	Q1	Q2	Q3	Q4
CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	I can begin a story by describing a situation and introducing a narrator and/or characters. [W.3.3] I can organize a series of events in order. [W.3.3]	Q1	Q2	Q3	Q4
CC.3.W.3.b Text Types and Purposes: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	I can 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]	Q1	Q2	Q3	Q4
CC.3.W.3.c Text Types and Purposes: Use temporal words and phrases to signal event order.	I can use words and phrases having to do with time to put events in order. [W.3.3]	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.W.3.d Text Types and Purposes: Provide a sense of closure.	I can end my story with a closing sentence. [W.3.3]	Q1	Q2	Q3	Q4
CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	I can understand my task, purpose, and audience when I write. [W.3.4] I can develop and organize my writing in a way that makes sense for my audience and purpose. [W.3.4]	Q1	Q2	Q3	Q4
CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)	I can understand writing as a process of planning, revising, and editing. [W.3.5] I can develop and improve my writing by planning, revising, and editing. [W.3.5]	Q1	Q2	Q3	Q4
CC.3.W.6 Production and Distribution of Writing: 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.	I can use technology to work on keyboarding skills. [W.3.6] I can use technology, including the internet, to interact and collaborate with others. [W.3.6]	Q1	Q2	Q3	Q4
CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.	I can conduct short research projects to learn about a topic. [W.3.7]	Q1	Q2	Q3	Q4
CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	I can gather information from print and digital sources. [W.3.8] I can remember and share information from my experiences. [W.3.8] I can take brief notes and sort information into categories using a graphic organizer. [W.3.8]	Q1	Q2	Q3	Q4
CC.3.W.10 Range of Writing: 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.	I can choose a writing structure to fit my task, purpose, and/or audience. (W.3.10) I can write for long or short periods of time, depending on the tasks. (W.3.10) I can write for a variety of reasons. (W.3.10)	Q1	Q2	Q3	Q4
<b>Speaking and Listening</b>		Q1	Q2	Q3	Q4
CC.3.SL.1 Comprehension and Collaboration: 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.	I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.3.1] I can build on the ideas of others in a discussion. [SL.3.1] I can discuss my own ideas clearly in a discussion. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.a Comprehension and Collaboration: 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.	I can be prepared for discussions by reading and studying required materials. [SL.3.1] I can refer to texts and other required materials when discussing a topic. I can refer to my own prior knowledge when discussing a topic. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.b Comprehension and Collaboration: 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).	I can follow established rules for class discussions. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.c Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	I can participate in conversations by asking questions and staying on topic. [SL.3.1]	Q1	Q2	Q3	Q4
CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.	I can explain my ideas and understanding of a topic after having a discussion about it. [SL.3.1]	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.SL.2 Comprehension and Collaboration: 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.	I can determine the main idea and supporting details of a text read aloud to me. [SL.3.2] I can determine the main idea and supporting details of information presented visually, such as a photograph or video. [SL.3.2] I can determine the main idea and supporting details of information presented orally, such as a speech or conversation. [SL.3.2] I can determine the main idea and supporting details of information presented in a graph or chart. [SL.3.2]	Q1	Q2	Q3	Q4
CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	I can ask and answer questions about information a speaker provides. [SL.3.3]	Q1	Q2	Q3	Q4
CC.3.SL.4 Presentation of Knowledge and Ideas: 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.	I can report on a topic or text, tell a story, or retell an experience while providing important facts and details. [SL.3.4] I can speak clearly and at an understandable pace when presenting. [SL.3.4]	Q1	Q2	Q3	Q4
CC.3.SL.5 Presentation of Knowledge and Ideas: 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.	I can create audio recordings of stories or poems by reading aloud at an understandable pace. [SL.3.5] I can use visuals such as drawings or photographs to draw attention to certain facts or details. [SL.3.5]	Q1	Q2	Q3	Q4
CC.3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)	I can speak in complete sentences. [SL.3.6]	Q1	Q2	Q3	Q4
<b>Language</b>		Q1	Q2	Q3	Q4
CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	I can explain what nouns, pronouns, verbs, adjectives, and adverbs are. [L.3.1] I can explain how nouns, pronouns, verbs, adjectives, and adverbs function in sentences. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns	I can remember common irregular plural nouns and use them correctly (for example, cacti, mice, etc.). [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).	I can use abstract nouns such as childhood. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.d Conventions of Standard English: Form and use regular and irregular verbs.	I can explain the difference between regular and irregular verbs and use them correctly. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	I can explain the difference between simple verb tenses and use correct subject-verb agreement. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*	I can define the word, antecedent (the word or group of words a pronoun replaces). [L.3.1] I can make sure a pronoun agrees with its antecedent. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.g Conventions of Standard English: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	I can define and provide examples of comparative and superlative adjectives and adverbs. [L.3.1] I can accurately use comparative and superlative adjectives and adverbs. [L.3.1]	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.L.1.h Conventions of Standard English: Use coordinating and subordinating conjunctions.	I can define and provide examples of coordinating and subordinating conjunctions. [L.3.1] I can accurately use coordinating and subordinating conjunctions, and can explain how they affect the meaning of the remainder of the sentence. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.	I can write simple, compound, and complex sentences. [L.3.1]	Q1	Q2	Q3	Q4
CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.	I can capitalize appropriate words in titles. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.b Conventions of Standard English: Use commas in addresses.	I can correctly use commas in addresses. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue.	I can correctly use commas quotation marks in dialogue. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.d Conventions of Standard English: Form and use possessives.	I can form and use possessives and know the difference between it's and its. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	I can remember spelling rules and apply them to new words I'm studying. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	I can remember spelling rules and apply them to new words I'm studying. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can use reference materials to look up the spelling of a word. [L.3.2]	Q1	Q2	Q3	Q4
CC.3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.L.3.a Knowledge of Language: Choose words and phrases for effect.*	I can identify or choose specific words to bring a sentence or story to life. [L.3.3] I can choose specific phrases to create a certain effect in a sentence. [L.3.3] I can choose words or phrases to add effect or interest when writing or speaking. [L.3.3]	Q1	Q2	Q3	Q4
CC.3.L.3.b Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.	I can understand the different rules and patterns people follow when speaking versus writing. [L.3.3] I can follow different rules and patterns if I am speaking versus writing. [L.3.3]	Q1	Q2	Q3	Q4
CC.3.L.4 Vocabulary Acquisition and Use: 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.	ALL DESCRIPTIONS BELOW	Q1	Q2	Q3	Q4
CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.	I can determine the meaning of a word or phrase by looking for context clues in a sentence. [L.3.4]	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.L.4.b Vocabulary Acquisition and Use: 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).	I can identify the affix of a word. [L.3.4] I can define prefix, suffix, and root. [L.3.4] I can determine how the meaning of a word changes when an prefix or suffix is added, such as care/careless or heat/preheat. [L.3.4]	Q1	Q2	Q3	Q4
CC.3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion). [L.3.4]	Q1	Q2	Q3	Q4
CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	I can determine the definition of a word or phrase by using a reference material. [L.3.4]	Q1	Q2	Q3	Q4
CC.3.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.	I can define figurative language and provide an example. [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	I can tell the difference between literal (actual) and nonliteral (figurative) meanings of words and phrases in sentences. [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	I can provide real-world examples related to words I learn (such as describe people who are friendly). [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	I can recognize words that have similar meaning and choose the word that best describes the mood or state of mind. [L.3.5]	Q1	Q2	Q3	Q4
CC.3.L.6 Vocabulary Acquisition and Use: 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).	I can learn and use vocabulary terms specific to a topic I'm learning or discussing. [L.3.6] I can learn and use vocabulary words that describe how people, places, and things are organized in a setting and a certain time period. [L.3.6]	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
<b>Standards Code: OA=Operations and Algebraic Thinking, NBT=Number and Operations in Base 10, MD=Measurements and Data, G=Geometry, NF=Number and Operations-Fractions, RP=Ratios and Proportional Relationships, NS= Number System, EE=Expressions and Equations, SP=Statistics and Probability, A=Algebra.</b>		Q1	Q2	Q3	Q4
CC.3.OA.1 Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret $5 \times 7$ 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 $5 \times 7$ .	I can show products of whole numbers. (CCSS: 3.OA.1)	Q1	Q2	Q3	Q4
CC.3.OA.2 Represent and solve problems involving multiplication and division. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	I can show whole-number quotients of whole numbers. (CCSS: 3.OA.2)	Q1	Q2	Q3	Q4
CC.3.OA.3 Represent and solve problems involving multiplication and division. 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.	I can decide when to multiply and divide in word problems. (CCSS: 3.OA.3) I can represent multiplication and division word problems using drawings and equations with unknowns in all positions. (CCSS: 3.OA.3) I can solve word problems involving equal groups, arrays, and measurement quantities using drawings and equations. (CCSS: 3.OA.3)	Q1	Q2	Q3	Q4
CC.3.OA.4 Represent and solve problems involving multiplication and division. Decide the unknown whole number in a multiplication or division equation relating three whole numbers. For example, decide the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = \div 3$ , $6 \times 6 = ?$ .	I can find the unknown whole number in a multiplication or division problems. (CCSS: 3.OA.4)	Q1	Q2	Q3	Q4
CC.3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.) (Students need not use formal terms for these properties.)	I can explain and apply the commutative, associative, and distributive properties of multiplication. (CCSS: 3.OA.5) I can take apart, regroup, and reorder factors to make it easier to multiply. (CCSS: 3.OA.5) I can explain how the multiplication properties relate to division. (CCSS: 3.OA.5)	Q1	Q2	Q3	Q4

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Common Core Standards	Converted/Unpacked Standards				
CC.3.OA.6 Understand properties of multiplication and the relationship between multiplication and division. Understand division as an unknown-factor problem. For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	I can explain the relationship between multiplication and division. (CCSS: 3.OA.6) I can turn a division problem into a multiplication problems with an unknown factor. (CCSS: 3.OA.6)	Q1	Q2	Q3	Q4
CC.3.OA.7 Multiply and divide within 100. 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 one-digit numbers.	I can multiply any two numbers with a product within 100 by choosing the correct strategies. (CCSS: 3.OA.7) I can instantly recall my multiplication facts. (CCSS: 3.OA.7) I can divide any two numbers with a quotient within 100 by choosing the correct strategies. (CCSS: 3.OA.7)	Q1	Q2	Q3	Q4
CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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).)	I can solve two-step word problems using the four operations. (CCSS: 3.OA.8) I can write equations using a letter for the unknown number. (CCSS: 3.OA.8) I can decide if my answers are reasonable using mental math and estimation strategies. (CCSS: 3.OA.8) I can solve problems using the Order of Operations. (CCSS: 3.OA.8)	Q1	Q2	Q3	Q4
CC.3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be take apartd into two equal addends.	I can identify arithmetic patterns in number charts, addition tables, and multiplication tables. (CCSS: 3.OA.9) I can explain arithmetic patterns using properties of operations. (CCSS: 3.OA.9)	Q1	Q2	Q3	Q4
CC.3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100.	I can identify place value up to the thousands. (CCSS: 3.NBT.1) I can use place value to round whole numbers to the nearest 10 or 100. (CCSS: 3.NBT.1)	Q1	Q2	Q3	Q4
CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)	I can add and subtract within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 3.NBT.2)	Q1	Q2	Q3	Q4
CC.3.NBT.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)	I can multiply one-digit whole numbers by multiples of 10 using strategies based on place value and properties of operations. (CCSS: 3.NBT.3)	Q1	Q2	Q3	Q4

**GR3 CCSS MATH BY STANDARD**

<b>Common Core Standards</b>	<b>Converted/Unpacked Standards</b>				
CC.3.NF.1 Develop understanding of fractions as numbers. 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 $1/b$ . (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I understand that the top numeral of a fraction is the numerator and is part of the whole. I understand that the bottom numeral of a fraction is the denominator and is the whole.	Q1	Q2	Q3	Q4
CC.3.NF.2 Develop understanding of fractions as numbers. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can show a fraction on a number line.	Q1	Q2	Q3	Q4
CC.3.NF.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can describe a fraction as a number on the number line. (CCSS: 3.NF.2) I can show fractions on a number line diagram. (CCSS: 3.NF.2)	Q1	Q2	Q3	Q4
CC.3.NF.2b Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can divide a number line into parts of a whole to show a fraction. (CCSS: 3.NF.2) I can identify a fraction on a number line. (CCSS: 3.NF.2) I can divide a number line into the parts of a given fraction $a/b$ . (CCSS: 3.NF.2) I can explain how the parts represent the fraction $a/b$ . (CCSS: 3.NF.2)	Q1	Q2	Q3	Q4
CC.3.NF.3 Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can explain equivalent fractions. (CCSS: 3.NF.3) I can compare fractions by explaining their size. (CCSS: 3.NF.3)	Q1	Q2	Q3	Q4
CC.3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (CCSS: 3.NF.3a)	Q1	Q2	Q3	Q4
CC.3.NF.3b Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$ , $4/6 = 2/3$ ), Explain why the fractions are equivalent, e.g., by using a visual fraction model. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can identify and create simple equivalent fractions. (CCSS: 3.NF.3b) I can explain and /or model why the fractions are equivalent. (CCSS: 3.NF.3b)	Q1	Q2	Q3	Q4
CC.3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$ ; recognize that $6/1 = 6$ ; locate $4/4$ and 1 at the same point of a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)	I can say and write whole numbers as fractions. (CCSS: 3.NF.3c) I can recognize fractions that are equivalent (equal) to whole numbers. (CCSS: 3.NF.3c)	Q1	Q2	Q3	Q4

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<p>CC.3.NF.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size, Recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>I can compare two fractions with the same numerator or the same denominator by explaining their size. (CCSS: 3.NF.3d)                      I understand I can only compare fractions that have the same whole. (CCSS: 3.NF.3d)                      I can explain and compare fractions with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>. (CCSS: 3.NF.3d)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 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.</p>	<p>I can tell and write time to the nearest minute. (CCSS: 3.MD.1)                      I can measure time intervals in minutes. (CCSS: 3.MD.1)                      I can find the elapsed time using a number line. (CCSS: 3.MD.1)                      I can solve word problems involving addition and subtraction of time intervals in minutes using a number line diagram. (CCSS: 3.MD.1)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as <math>\text{cm}^3</math> and finding the geometric volume of a container.) 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.”))</p>	<p>I can measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (CCSS: 3.MD.2)                      I can use models to add, subtract, multiply, or divide to solve one-step word problems about masses or volumes. (CCSS: 3.MD.2)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.3 Represent and interpret data. 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.</p>	<p>I can draw a pictograph with a key and a bar graph with a scale to show a data set with several categories. (CCSS: 3.MD.3)                      I can solve one- and two-step “how many more” and “how many less” problems using information in bar graphs with scale.1 (CCSS: 3.MD.3)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.4 Represent and interpret data. 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.</p>	<p>I can use a ruler to measure lengths in whole, half, and quarter inches. (CCSS: 3.MD.4)                      I can make a line plot, where the horizontal scale is marked off in correct units— whole numbers, halves, or quarters. (CCSS: 3.MD.4)</p>	Q1	Q2	Q3	Q4

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<p>CC.3.MD.5 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>-- 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.</p> <p>-- b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p>	<p>I can define a square unit (unit square). (CCSS: 3.MD.5)</p> <p>I can define area as the measurement of space within a plane figure and explain why area is measured in square units. (CCSS: 3.MD.5)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.6 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>I can measure the area of a shape or a flat surface. (CC.3.MD.6)</p> <p>I can use unit squares to measure the area of a shape. (CC.3.MD.6)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition.</p>	<p>I can use multiplication and addition to find the area of a shape. (CCSS: 3.MD.7)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>	<p>I can find the area of a rectangle by tiling it, and show that the area is the same as <math>l \times w</math> (using side lengths). (CCSS: 3.MD.7a)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	<p>I can multiply side lengths to find areas of rectangles when solving real world problems. (CCSS: 3.MD.7b)</p> <p>I can represent whole-number products as rectangular areas (arrays). (CCSS: 3.MD.7b)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p>	<p>I can use tiles to show the area of a rectangle. (CCSS: 3.MD.7c)</p> <p>I can use area models to represent the distributive property. (CCSS: 3.MD.7c)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>I can find area of irregular figures by finding the area of each part and adding them together. (CCSS: 3.MD.7d)</p> <p>I can apply this technique to solve real world problems. (CCSS: 3.MD.7d)</p>	Q1	Q2	Q3	Q4
<p>CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 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 area or with the same area and different perimeter.</p>	<p>I can solve real world problems about perimeters of polygons. (CCSS: 3.MD.8)</p> <p>I can find the perimeter using the side lengths. (CCSS: 3.MD.8)</p> <p>I can find an unknown side length from the perimeter. (CCSS: 3.MD.8)</p> <p>I can find rectangles with the same perimeter and different areas or with the same area and different perimeters. (CCSS: 3.MD.8)</p>	Q1	Q2	Q3	Q4

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<p>CC.3.G.1 Reason with shapes and their attributes. 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.</p>	<p>I can use attributes (traits) to identify shapes.(CCSS: 3.G.1)                      I can use attributes (traits) to classify shapes into categories. (CCSS: 3.G.1)                      I can define quadrilaterals.(CCSS: 3.G.1)                      I can recognize rhombuses, rectangles, and squares as being examples of quadrilaterals.(CCSS: 3.G.1)                      I can draw quadrilaterals other than rhombuses, rectangles, and squares (CCSS: 3.G.1)</p>	Q1	Q2	Q3	Q4
<p>CC.3.G.2 Reason with shapes and their attributes. 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 is 1/4 of the area of the shape.</p>	<p>I can divide shapes into parts with equal areas.(CCSS: 3.G.2)                      I can show the area of each part of a whole as a unit fraction. (CCSS: 3.G.2)</p>	Q1	Q2	Q3	Q4
<p><b>Standards for Mathematical Practice</b></p>	<ol style="list-style-type: none"> <li>1. <b>Make sense of problems and persevere in solving them.</b></li> <li>2. <b>Reason abstractly and quantitatively.</b></li> <li>3. <b>Construct viable arguments and critique the reasoning of others.</b></li> <li>4. <b>Model with mathematics.</b></li> <li>5. <b>Use appropriate tools strategically.</b></li> <li>6. <b>Attend to precision.</b></li> <li>7. <b>Look for and make use of structure.</b></li> <li>8. <b>Look for and express regularity in repeated reasoning.</b></li> </ol>				