

Grade 3 Standard Matrix



ENGLISH-LANGUAGE ARTS

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1.5	Reading: Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).	X		X						
2.7	Reading: Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	X	X		X		X	X		
1.1	Writing: Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	X	X	X		X		X	X	
1.2	Writing: Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	X	X	X		X		X	X	
1.3	Writing: Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	X	X	X		X		X	X	
1.4	Writing: Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	X	X	X		X		X	X	
2.3	Writing: Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.	X								
1.7	Written & Oral English Language Conventions: Capitalize geographical names, holidays, historical periods, and special events correctly.					X				
1.8	Written & Oral English Language Conventions: Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	X	X	X			X			
1.9	Written & Oral English Language Conventions: Arrange words in alphabetic order.	X		X				X		

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2.1	Listening & Speaking: Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.	X	X	X		X		X	X
2.2	Listening & Speaking: Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	X	X	X		X		X	X
2.3	Listening & Speaking: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	X	X	X		X		X	X

MATHEMATICS

2.7	Number Sense: Determine the unit cost when given the total cost and number of units.	X	X	X				X	
3.1	Number Sense: Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $\frac{1}{2}$ of a pizza is the same amount as $\frac{2}{4}$ of another pizza that is the same size; show that $\frac{3}{8}$ is larger than $\frac{1}{4}$).	X		X				X	
3.3	Number Sense: Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	X	X	X				X	
2.1	Algebra & Functions: Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	X		X					
1.1	Measurement & Geometry: Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.						X		
1.2	Measurement & Geometry: Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.						X		

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PHYSICAL EDUCATION

1.15	Physical Education: Perform with a partner a line, circle, and folk dance.					X				
3	Physical Education: Assess and maintain a level of physical fitness to improve health and performance.		X							X
3.6	Physical Education: Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.							X		
3.8	Physical Education: Measure and record improvements in individual fitness activities.		X							
4.8	Physical Education: Describe and record the changes in heart rate before, during, and after physical activity.							X		
5	Physical Education: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.		X							

HEALTH FRAMEWORK

1	Health Framework Expectation: Students will demonstrate ways in which they can enhance and maintain their health and well-being.	X	X	X		X		X	X	X
5	Health Framework Expectation: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.					X				