Alpine School District
6 Components of Literacy with Essential Standards
(K-3 DIBELs Correlation)

Third Grade	
6 Components of Literacy	**Essential**
Phonemic Awareness	
Phonics	**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	**RF.3.4** Read with sufficient accuracy and fluency to support comprehension. (DORF)
Vocabulary	**L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (DAZE)
Comprehension	**RL.3.1/RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
Writing	**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **W.3.2** Write informative/explanatory text to examine a topic and convey ideas and information clearly. **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive. (DORF) (DAZE) **RI.3.10 By the end of the year**, read and comprehend informational text including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive. (DORF) (DAZE) **W.3.10 Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Alpine School District
Math Essential Standards-3rd Grade

Operations and Algebraic Thinking
Represent and solve problems involving multiplication and division within 100. Demonstrate understanding of the properties of multiplication and the relationship between multiplication and division. Use the four operations to identify and explain patterns in arithmetic

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.7 Fluently multiply and divide. a. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. (For example, knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8.) b. By the end of Grade 3, know from memory all products of two one-digit numbers.

Numbers and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of algorithms may be used.

3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Numbers and Operations in Fractions
Develop understanding of fractions as numbers. Denominators are limited to 2, 3, 4, 6, and 8 in third grade.

3.NF.1 Understand that a unit fraction has a numerator of one and a non-zero denominator.

a. *Understand a fraction 1/b as the quantity formed by one part when a whole is partitioned into b equal parts.*

b. *Understand a fraction a/b as the quantity formed by a parts of size 1/b. For example: 1/4 + 1/4 + 1/4 = 3/4.*

3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

a. *Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.*

b. *Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.*

Measurement and Data
Solve problems involving measurement and estimation. Represent and interpret data. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter.

3.MD.7 Relate area to the operations of multiplication and addition.

- ***a.*** *Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.*
- ***b.*** *Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning*
- ***c.*** *Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.*
- ***d.*** *Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.*

3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Geometry Reason with shapes and their attributes.
3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Total: 8 Standards