

Third Grade 2023-2024 Standards

Domain	Essential Standard (Report Card)	Number Code	Indicator Standard (Gradebook)
Evangelization and Missionary Discipleship	Discipleship	3.E.1.1	Recognize that God knows and loves us personally and has a plan for our lives.
		3.E.1.2	Encounter the Lord Jesus Christ through experiential activities such as guided meditations using Sacred Scripture and adoration of the Blessed Sacrament.
		3.E.1.3	Recognize that Jesus wants to be in a relationship with each of us.
		3.E.1.4	Recognize that sin is an offense against God, wounds our human dignity, and hurts the Church.
		3.E.1.5	Understand and articulate the "good news" that Jesus died on the cross for their sins in accordance with the Scriptures so that they can go to heaven.
		3.E.1.6	Discuss what discipleship looks like for a 3rd grade student.
		3.E.1.7	Discuss how a disciple can stay close to Jesus through the Church, personal prayer, and the virtues.
		3.E.1.8	Recognize that God wants each of us to share the Good News with others.
Knowledge of Faith	Creed	3.K.1.1	Explain there is one true God who has been revealed to us as the Holy Trinity: Father, Son, and Holy Spirit.
		3.K.1.10	Identify Mary as Mother of God and Mother of the Church.
		3.K.1.11	Discuss the concepts of heaven, hell, judgment, and purgatory.
		3.K.1.12	Explain that Jesus will come again in glory at the end of the world to judge the living and the dead.
		3.K.1.13	Discuss Christ's Resurrection and the resurrection of our bodies at the end of time and how our resurrected bodies will be different from the angels.
		3.K.1.14	Give examples of the human person's unique relationship with God as set apart from the rest of creation: naming the animals, cultivating the earth, and choosing between good and evil.
		3.K.1.15	Recognize that in heaven there will be a profound unity and harmony between the soul and the body.
		3.K.1.2	Identify the word consubstantial as used in the Nicene Creed.
		3.K.1.3	Describe God as our loving Father, the creator of all that is visible and invisible.
		3.K.1.4	Identify Jesus Christ is the Son of God who became man to reveal who God is to us and is true God and true man.

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Creed (cont)

- 3.K.1.5 Identify the Holy Spirit is the Third Person of the Trinity who dwells in us and inspires us to do good.
- 3.K.1.6 Discuss ways the Holy Spirit continues to work in the Church today.
- 3.K.1.7 Identify the four marks of the Church as one, holy, catholic, and apostolic.
- 3.K.1.8 Know that a Creed is a statement of faith.
- 3.K.1.9 Explain the elements of faith in the Apostles' Creed.

Scripture

- 3.K.2.1 Identify the Bible as a collection of sacred books, arranged in two major sections of the Old and New Testament, through which God reveals salvation history.
- 3.K.2.10
Identify the symbols that point to the work of the Holy Spirit in the Old and New testament.
- 3.K.2.11 List and explain the important events in the life of Mary: Annunciation, Visitation, Wedding Feast at Cana, Mary at the foot of the Cross.
- 3.K.2.2 Know that the Holy Spirit inspired human authors to write the books of the Bible.
- 3.K.2.3 Know the Old Testament as the account of salvation history from creation to just before the birth of Jesus.
- 3.K.2.4 Understand that the New Testament is the account of the fullness of revelation in Jesus Christ and the formation of the early Church.
- 3.K.2.5 Relate the covenants of Noah, Abraham, and Moses in the Old Testament.
- 3.K.2.6 Know that in the Sermon on the Mount, Jesus teaches about the Kingdom of Heaven and The Lord's Prayer.
- 3.K.2.7 Identify that Jesus manifested the Kingdom through signs and miracles and relate some of the biblical narratives of the signs and miracles of Jesus.
- 3.K.2.8 Retell the Biblical accounts of the call of the apostles and their missionary activity in the Gospels.
- 3.K.2.9 Relate some of the parables of Jesus.

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Liturgy and Sacraments	Sacraments	<p>3.L.1.1 Identify the Seven Sacraments of the Church and their categories: Sacraments of Initiation, Sacraments of Healing, and Sacraments of Service.</p> <p>3.L.1.2 Understand that sacraments are efficacious signs of grace, instituted by Christ and entrusted to the Church.</p> <p>3.L.1.3 Know that the Eucharist is reserved in the Tabernacle after Mass for the communion of the sick and Eucharistic adoration outside of Mass.</p> <p>3.L.1.4 Identify that Baptism is the Sacrament that is the “door” that gives access to the other sacraments, the first and chief sacrament of forgiveness of sins, by which a believer receives the remission of original and personal sin, begins a new life in Christ and the Holy Spirit, and is incorporated into the Church, the Body of Christ.</p> <p>3.L.1.5 Identify the family as the domestic church where we learn to love God and learn to pray.</p> <p>3.L.1.6 Practice an Examination of Conscience based on the Ten Commandments.</p> <p>3.L.1.7 Relate man's relationship with God in original solitude to the restoration of man's relationship with God through baptism.</p>
	Liturgy	<p>3.L.2.1 Understand liturgy is the public prayer of the Church.</p> <p>3.L.2.2 List the seasons of the liturgical year: Advent, Christmas, Lent, Triduum, Easter, Ordinary Time.</p> <p>3.L.2.3 Identify the Holy Days of Obligation: Solemnity of Mary, the Mother of God, Assumption, All Saints Day, Immaculate Conception, Christmas.</p> <p>3.L.2.4 Identify various cultural customs associated with Saints (e.g., Blessing of the Throats, Blessing of Animals, etc.)</p> <p>3.L.2.5 Understand the importance of regular participation in the Sacrament of Penance.</p>
Morality	Conscience	<p>3.M.1.1 State that God gives us free will so we might choose the good and the more one does what is good the freer one becomes.</p> <p>3.M.1.2 Describe obedience to God’s commandments as an act of love.</p> <p>3.M.1.3 Identify conscience is the place inside you where you distinguish right from wrong and take responsibility for your actions.</p> <p>3.M.1.4 Describe how our choices help us to form our conscience and affect our relationship with God.</p> <p>3.M.1.5 Identify that morality refers to the goodness or evil of human acts.</p> <p>3.M.1.6 Relate being connected to Jesus the True Vine to manifesting the fruits of the Spirit.</p>

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Christian Living

- 3.M.2.1 Explain how discipleship begins with love of God.
- 3.M.2.10 Contrast how God can enable people to view the world and others as gifts with how some people view the world and others as a threat, eliciting a response of selfishness and manipulation.
- 3.M.2.2 Discuss conversion in the life of a disciple of Christ.
- 3.M.2.3 Know that God created each person with a body and a soul.
- 3.M.2.4 Describe how God made every person in his image and likeness.
- 3.M.2.5 Recall the meaning of the two Great Commandments (The Law of Love) as Jesus' summary of the Ten Commandments.
- 3.M.2.6 Understand that Jesus shows us how to love through his life, his words, and his actions.
- 3.M.2.7 Understand that virtue is a good habit that helps us to lead a moral life.
- 3.M.2.8 Explain the degrees of personal sin: mortal (grave) offense and venial (lesser) offense.
- 3.M.2.9 Relate how the body reveals the person.

Vocation

- 3.M.3.1 Explain that, through our baptism, our first vocation is to be a disciple of Jesus Christ.
- 3.M.3.2 Discuss vocation as a specific calling from God to serve others and build up the Body of Christ, the Church.
- 3.M.3.3 Articulate that all people are called to holiness.
- 3.M.3.4 Describe marriage, priesthood, religious life, and consecrated life as vocations of service in the Church.
- 3.M.3.5 Understand that Holy Orders is a sacrament of special service and commitment to the Church.
- 3.M.3.6 Understand that parents have a vocation to serve God and the Church by helping their children to grow close to God.

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Christian Prayer

Prayer

3.P.1.1

Explain that prayer is talking and listening to God and is essential for the Christian life.

3.P.1.2 Identify that Jesus is our example in prayer and teaches us how to pray.

3.P.1.3 Explain that prayer can be public or private.

3.P.1.4 Give an example of each of the five types of prayer: adoration, petition, intercession, thanksgiving, and praise.

3.P.1.5 Identify ways we can pray, including liturgy, reading Scripture, memorized prayers, silence, or simply talking with God.

3.P.1.6 Know that the Rosary is a way to reflect on the events of Jesus' life and the life of his Blessed Mother Mary.

3.P.1.7 Read and recite in a group: The Nicene Creed, Act of Faith, Act of Hope, and Act of Love. Learn a prayer for the dead (Eternal Rest...). Participate in Benediction/Exposition of the Blessed Sacrament.

Community Life

Catholic Church

3.C.1.1

Know that the Church is the Body of Christ with Christ as its head and we are the members.

3.C.1.10

Identify the bishops as successors to the apostles and name the current Bishop of Columbus.

3.C.1.11 Explain that the Church continues the work of Christ on Earth of teaching, sanctifying, and governing.

3.C.1.12 Identify the name of your parish and the pastor of your parish and know that the parish is where we gather to celebrate the sacraments.

3.C.1.13 Explain that God is the source of all authority.

3.C.1.14 Identify persons with legitimate authority in the family, local church community, school community, civic community, etc.

3.C.1.15 Know that the three states of the Church are the pilgrim Church on earth, the dead who are being purified, and the blessed in heaven.

3.C.1.16 Identify the Communion of Saints as all the members of the Church who share in spiritual goods and can pray for one another, the living and the dead.

3.C.1.17 Explain how the Blessed Virgin Mary and the Saints act as intercessors for the Church and her members.

3.C.1.18 Recognize Mary as Patroness of the United States of America under the title of the Immaculate Conception.

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Catholic Church (cont)

- 3.C.1.19 Identify some American saints and some American candidates for canonization.
- 3.C.1.2 Explain that a Catholic is a Christian who has the fullness of the faith and is in full communion with the Church.
- 3.C.1.3 Explain that Jesus established the Church and promised to be with us always.
- 3.C.1.4 Describe the Great Commission as Jesus's command to his followers to make disciples of all nations.
- 3.C.1.5 Know that the coming of the Holy Spirit at Pentecost is the birth of the Church.
- 3.C.1.6 Understand the formation of Christian communities in the Acts of the Apostles.
- 3.C.1.7 Explain that a martyr is a witness to the truth of the faith in which the martyr endures even death to be faithful to Christ.
- 3.C.1.8 Identify that Jesus chose Peter as the leader of his apostles to lead, teach, guide the Church, and spread the gospel.
- 3.C.1.9 Identify the pope as the visible head of the Church on Earth and the successor of Peter and name the current pope.

Ecumenism

- 3.C.2.1 Explain that the Catholic Church works for the full and visible unity of all Christian people.
- 3.C.2.2 Explain that not all faiths share the same beliefs but that we should respect the religious beliefs of others and protect and promote the freedom of all people to practice their faith.
- 3.C.2.3 Know that the Catholic Church does not reject what is true and holy in other religions.

Catholic Social Teaching

- 3.C.3.1 Express justice is respecting the rights of every person.
- 3.C.3.2 Explain that caring for all people, especially those who are unable to help themselves, is a way of recognizing their human dignity.
- 3.C.3.3 Understand that every human life has equal dignity and value.
- 3.C.3.4 Demonstrate care and respect for all of God's creation by responsible use of the Earth's resources.

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Reading- Foundational Skills

Phonics and Word Analysis

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Decode multi-syllable words.d. Read grade-appropriate irregularly spelled words.

Fluency and Accuracy

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

3.RL.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 and activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Reading-Literature

Key Ideas and Details.

3.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

3.RL.2 Analyze literary text development.a. Determine a theme of a story, drama, or poem, psalm, or parable including those in Scripture, from details in the text.b. Summarize the text, incorporating a theme determined from details in the text.

3.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Analyzing Text

3.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

3.RL.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

3.RL.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.

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Reading- Informational Text

Analyzing Text (cont)

3.RL.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

3.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Key Ideas and Details

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2 Analyze informational text development.a. Determine the main idea of a text.b. Retell the key details and explain how they support the main idea.

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Analyzing Text

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text, including Scripture and other grade-appropriate Catholic works relevant to a grade 3 topic or subject area.

3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.6 Distinguish their own perspective from that of the author of a text.

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.8 Describe the relationships between the evidence and points an author uses throughout a text.

3.RI.9

Compare and contrast the most important points and key details presented in two texts, including Scripture and other grade-appropriate Catholic works, on the same topic.

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Language

Grammar and Usage

3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.h. Use coordinating and subordinating conjunctions.i. Produce simple, compound, and complex sentences.

Conventions of standard English (capitalization, punctuation, spelling, etc.)

3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.a. Capitalize appropriate words in titles.b. Use commas in addresses.c. Use commas and quotation marks in dialogue.d. Form and use possessives.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose words and phrases for effect.b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases, including the vocabulary of the Catholic Faith, based on grade 3 reading and content, choosing flexibly from a range of strategies.a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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Writing

Vocabulary Acquisition and Use (cont)

3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Writing for Different Purposes and Audiences

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Informative/Explanatory

3.W.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.d. Provide a concluding statement or section.

3.WI.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

3.WI.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3.WI.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

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Writing Narrative

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.c. Use temporal words and phrases to signal event order.d. Provide a sense of closure.

3.WN With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

3.WN.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3.WN.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

Writing Opinion

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.b. Provide reasons that support the opinion.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.d. Provide a concluding statement or section.

3.WA.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

3.WA.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3.WA.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

Research to Build and Present Knowledge

3.W.7 Conduct short research projects that build knowledge about a topic.

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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Speaking and Listening

Comprehension and Communication

- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.d. Explain their own ideas and understanding in light of the discussion.
- 3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 3.SL.4 Report on a topic or text, tell a story, or recount an experience, including from a Catholic perspective with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Handwriting

Manuscript Writing

- 3.MH.FL.1 Form all uppercase and lowercase letters and numerals legibly in manuscript, with no rotations or reversals
- 3.MH.SS.1 Maintain manuscript writing with proper spacing relative to top, bottom and midlines on grade-level-appropriate paper

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Cursive Writing

- 3.CW.FL.2 Identify and create four basic cursive lines: Undercurve, Downcurve, Overcurve, Slant
- 3.CW.FL.3 Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility. Form cursive joinings to connect letters, maintaining proportion of letters to joinings
- 3.CW.FL.4 Self-assess cursive legibility using model letters and words
- 3.CW.RF.1 Print legible sentences and paragraphs under timed conditions
- 3.CW.RF.2 Print copied text at a rate of at least 45 letters per minute
- 3.CW.RF.3 Use cursive writing for in-class writing
- 3.CW.SS.2 Form cursive words using correct spacing between letters and proportional letter sizes
- 3.CW.SS.3 Form sentences using cursive handwriting with correct spacing between words and with punctuation
- 3.CW.SS.4 Form cursive paragraphs using proper indentation and margins
- 3.CW.WA.1 Know and apply grade-level handwriting skills: Understand when cursive and manuscript may be used and choose appropriately for the task

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Health

Alcohol, Tobacco and Drugs

- 3. ATOD.1.6 Explain the short- and long-term physical effects of being exposed to others' tobacco use.
- 3.ATOD.1.1 Explain the benefits of medicines when used correctly.
- 3.ATOD.1.2 Explain how to use medicines correctly.
- 3.ATOD.1.3 Describe potential risks associated with inappropriate use of over-the-counter medicines.
- 3.ATOD.1.4 Identify negative short- and long-term physical, social, emotional effects of using tobacco or other nicotine products (vaping).
- 3.ATOD.1.5 Describe the benefits of abstaining from tobacco use or other nicotine products (e.g., vaping, e-cigarettes, etc.).
- 3.ATOD.2.1 Identify relevant influences of community on the use of tobacco and nicotine delivery products, practices, and behaviors.
- 3.ATOD.2.2 Describe how relevant influences of family affect use of tobacco and nicotine delivery products, practices, and behaviors.
- 3.ATOD.2.3 Describe how relevant influences of peers affect use of tobacco and nicotine delivery products, practices, and behaviors.
- 3.ATOD.5.1 Identify situations which need a decision related to medicines including prescription drugs, or tobacco and nicotine delivery products (e.g., vaping, e-cigarettes, etc.).
- 3.ATOD.5.2 Identify options and their potential outcomes when making a decision related to medicines including prescription drugs, or tobacco/ nicotine delivery products (e.g., vaping, e-cigarettes, etc.).
- 3.ATOD.5.3 Choose a healthy option when making a decision about medicines including prescription drugs, or tobacco/ nicotine delivery products (e.g., vaping, e-cigarettes, etc.).
- 3.ATOD.5.4 Describe the final outcome of a decision about medicines including prescription drugs, or tobacco/ nicotine delivery products. (e.g., vaping, e-cigarettes, etc.)

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Healthy Eating

- 3.HE.1.1 Name the food groups and variety of nutritious food choices for each food group.
- 3.HE.1.2 Identify the amount of food from each food group that a child needs daily.
- 3.HE.1.3 Explain the importance of eating a variety of foods from all the food groups.
- 3.HE.1.4 Describe the benefits of eating plenty of fruits and vegetables.
- 3.HE.6.1 Set a realistic personal goal related to improve healthy eating behaviors.
- 3.HE.6.2 Track progress toward achieving a personal goal to improve healthy eating behaviors.
- 3.HE.6.3 Identify resources that can help achieve a personal goal to improve healthy eating behaviors.
- 3.HE.7.1 Describe practices that encourage healthy eating behaviors.
- 3.HE.7.2 Make a commitment to practice healthy eating behaviors.

Human Growth and Development

- 3.HGD.1.1. Explain how the body is changing physically and emotionally.
- 3.HGD.1.2. Describe how individuals develop physically at different rates.
- 3.HGD.7.1 Make a commitment to respect individual differences. (e.g., height, weight, other body change or individual differences that occur as a person grows and gets older).

Mental and Emotional Health/Healthy Relationships

- 3.MEH/HR.1.1 Describe characteristics of healthy relationships.
- 3.MEH/HR.1.10 Demonstrate strategies to express a range of emotions within the expectations of the setting. (SEL B1.1b)
- 3.MEH/HR.1.11 Identify verbal and nonverbal cues representing feelings in others. (SEL C1.1b)
- 3.MEH/HR.1.12 Identify others' reactions by tone of voice, body language and facial expressions. (SEL C4.1b)
- 3.MEH/HR.1.2 Identify characteristics of a mentally and emotionally healthy person.
- 3.MEH/HR.1.3 Give examples of pro-social behaviors
- 3.MEH/HR.1.4 Describe the relationship between feelings and behavior.
- 3.MEH/HR.1.5 Identify role models who demonstrate positive emotional health.
- 3.MEH/HR.1.6 Describe appropriate ways to express and deal with emotions. Consider when it is necessary to process emotions in a safe place, independently, or with the guidance of a trusted adult. (SEL A.1.3b)
- 3.MEH/HR.1.7 Identify a range of personal emotions. (SEL A1.1.b)
- 3.MEH/HR.1.8 Identify that emotions are valid, even if others feel differently. (SEL A1.2.b)
- 3.MEH/HR.1.9 Describe how current events trigger emotions. (SEL A1.4b)
- 3.MEH/HR.3.1 Describe characteristics of accurate mental and emotional health information.

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Mental and Emotional Health/Healthy Relationships (cont)

- 3.MEH/HR.3.2 Describe characteristics of appropriate and trustworthy mental and emotional health services.
- 3.MEH/HR.3.3 Demonstrate how to locate sources of accurate mental and emotional health information.
- 3.MEH/HR.4.1 Describe how to effectively communicate care and concern for others.
- 3.MEH/HR.4.2 Demonstrate how to effectively ask for help to improve personal mental and emotional health. Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others. (SEL A3.1b)
- 3.MEH/HR.4.3 Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true. (SEL C3.1b)
- 3.MEH/HR.4.4 Identify what creates a feeling of belonging in various relationships. (SEL D2.1b)
- 3.MEH/HR.4.5 Identify and demonstrate personal behaviors to prevent conflict. (SEL D3.1b).
- 3.MEH/HR.4.6 Demonstrate the ability to respect the rights of self and others. (SEL E3.1.b)

Personal Health and Wellness

- 3.PHW.1.1 Explain the difference between infectious diseases and non-infectious diseases.
- 3.PHW.1.2 Describe ways that common infectious diseases are transmitted.
- 3.PHW.1.3 Describe ways to prevent the spread of germs that cause infectious diseases.
- 3.PHW.1.4 Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases.
- 3.PHW.1.5 Describe the symptoms of someone who is seriously ill and needs immediate medical attention.
- 3.PHW.1.6 Describe the importance of seeking help and treatment for common infectious diseases.
- 3.PHW.6.2 Track progress to achieving the goal to improve or maintain personal health and wellness.
- 3.PHW.6.3 Identify resources that can help achieve a goal to improve or maintain personal health and wellness.
- 3.PHW.8.1 Give factual information to improve or maintain personal health and wellness.
- 3.PHW.8.2 State personal beliefs to improve or maintain physical health and wellness of others.
- 3.PHW.8.3 Demonstrate how to persuade others to make positive physical health and wellness choices.
- 3PHW.6.1 Set a realistic goal to improve or maintain personal health and wellness.

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Safety

- 3.SAFE.1.1 Identify ways to reduce risk of injuries while riding in a motor vehicle.
- 3.SAFE.1.2 Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
- 3.SAFE.1.3 Identify ways to reduce risk of injuries in case of a fire.
- 3.SAFE.1.4 Identify ways to reduce risk of injuries around water.
- 3.SAFE.1.5 Explain why household products are harmful if ingested or inhaled.
- 3.SAFE.2.1 Identify relevant influences of family and culture on safety and injury prevention practices and behaviors.
- 3.SAFE.2.2 Identify relevant influences of peers on safety and injury prevention practices and behaviors.
- 3.SAFE.2.3 Describe how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.
- 3.SAFE.2.4 Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.
- 3.SAFE.5.1 Identify situations which need a decision related to safety and injury prevention.
- 3.SAFE.5.2 Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
- 3.SAFE.5.3 Identify options and their potential outcomes when making a decision related to safety and injury prevention.
- 3.SAFE.5.4 Choose a healthy option when making a decision related to safety and injury prevention.

Violence Prevention

- 3.VP.1.1 Explain that anger is a normal emotion.
- 3.VP.1.2 Identify nonviolent ways to manage anger.
- 3.VP.1.3 Describe the difference between bullying and teasing.
- 3.VP.1.4 Describe the benefits of using non-violent means to solve interpersonal conflict.
- 3.VP.1.5 Identify examples of self-control.
- 3.VP.3.1 Describe characteristics of accurate violence prevention information.
- 3.VP.3.2 Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence.
- 3.VP.3.3 Demonstrate how to locate sources of accurate violence prevention information.
- 3.VP.4.1 Demonstrate communicating assertively to prevent violence.
- 3.VP.4.2 Demonstrate effective peer resistance (refusal) skills to avoid or reduce violence.

Third Grade 2023-2024 Standards

Operations and Algebraic Thinking

Concepts of Multiplication

- 3.OA.1 Interpret products of whole numbers, e.g., interpret 35 as the total number of objects in 5 groups of 7 objects (5×7) or 7 groups of 5 objects (7×5) (Note: These standards are written with that convention that $a \times b$ means a groups of b objects each; however, because of the commutative property, students may also interpret 5×7 as the total number of objects in 7 groups of 5 objects each).
- 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? / 3$, $6 \times 6 = ?$.
- 3.OA.5 Apply properties of operations as strategies to multiply and divide. For example, 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 8×7 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.
- 3.OA.9 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 decomposed into two equal addends.

Concepts of Division

- 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 / 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 / 8$.
- 3.OA.6 Understand division as an unknown-factor problem. For example, find $32 / 8$ by finding the number that makes 32 when multiplied by 8.

Operations and Algebraic Thinking

Word Problems-All four operations

- 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.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter or a symbol, which stands for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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Numbers and Operations in Base Ten	Multiplication and Division Fact Fluency within 100	3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, e.g., knowing that $8 * 5 = 40$, one knows $40 / 5 = 8$ or properties of operations. Limit to division without remainders. By the end of Grade 3, know from memory all products of two one-digit numbers.
	Addition and Subtraction Multi-digit Computation	3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
	Place Value	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
Numbers and Operations- Fractions	Concepts of Fractions	<p>3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>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 (which may be greater than 1) 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.</p> <p>3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.b. Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.c. 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.d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>

Third Grade 2023-2024 Standards

Measurement and Data

Time and Money

3.MD.1 Work with time and money. a. Tell and write time to the nearest minute. Measure time intervals in minutes (within 90 minutes). Solve real-world problems involving addition and subtraction of time intervals (elapsed time) in minutes, e.g., by representing the problem on a number line diagram or clock. b. Solve word problems by adding and subtracting, within 1000, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the \$ and ? symbol appropriately (not including decimal notation).

Mass and Volume

3.MD.2

Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide whole numbers 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.

Concepts of Area

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

3.MD.7 Relate area to the operations of multiplication and addition. 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 $a * c$ (represent the distributive property with visual models including an area model). d. Recognize area as additive. Find the area of figures composed of rectangles by decomposing into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.

Third Grade 2023-2024 Standards

Geometry

Concepts of Perimeter

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.

Represent and Interpret Data

3.MD.3

Create scaled picture graphs to represent a data set with several categories. Create scaled bar graphs to represent a data set with several categories. Solve two-step "how many more" and "how many less" problems using information presented in the scaled graphs. *For example, create a bar graph in which each square in the bar graph might represent 5 pets, then determine how many more/less in two given categories.*

3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by creating a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.

2D Shapes

3.G.1 Draw and describe triangles, quadrilaterals (rhombuses, rectangles, and squares), and polygons (up to 8 sides) based on the number of sides and the presence or absence of square corners (right angles).

3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Third Grade 2023-2024 Standards

Earth and Space Science

Earth's Resources

- 3.ESS.1 Earth's nonliving resources have specific properties.
- 3.ESS.2 Earth's resources can be used for energy.
- 3.ESS.3 Some of Earth's resources are limited.
- 3.ESS.4 Students apply the social teachings of our faith by demonstrating through their actions care for the Earth and His creation.

Life Science

Behavior, Growth and Changes

- 3.LS.1 Offspring resemble their parents and each other.
- 3.LS.2 Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing
- 3.LS.3 Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

Scientific Inquiry, Practice and Applications

Nature of Science

- 3.NaS.1 Students will apply practices of scientific inquiry, specifically, students will be able to do the following: a. Observe and ask questions about the world that can be answered through scientific investigation. b. Design and conduct scientific investigations; Use appropriate mathematics, tools, and techniques to gather data and information; c. Develop and communicate descriptions, models, explanations, and predictions; d. Think critically and ask questions about the observations and explanations of others; e. Communicate scientific procedures and explanations; f. Knowledge of science content can be applied to real world challenges; g. Apply Catholic values to development and application of science concept
- 3.NaS.2 Students through experimentation and observation discover that science is a way of knowing about the world and is both a body of knowledge and a set of processes to discover new knowledge. Students through measurement and observation determine that objects and events occur in consistent patterns that are understandable.
- 3.NaS.3 Students will begin to see the importance of human interaction in contributing to science knowledge. Specifically: a. People from many generations and nations contribute to science knowledge. b. People of all cultures, genders, and backgrounds can pursue a career in science. c. Scientists often work in teams. d. Science affects everyday life. e. Science requires creativity and imagination.
- 3.NaS.4 Theories are developed based on a body of scientific evidence and science explanations can change based on new scientific evidence.

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Physical Science

Matter and Forms of Energy

- 3.PS.1 All objects and substances in the natural world are composed of matter.
- 3.PS.2 Matter exists in different states, each of which has different properties.
- 3.PS.3 Heat, electricity, light and sound are forms of energy.

Third Grade 2023-2024 Standards

**Communities: Past
and Present, Near
and Far**

History

- 3.H.1 Events in local history can be shown on timelines organized by years, decades and centuries.
- 3.H.2 Primary and secondary sources such as religious documents, artifacts, maps and photographs can be used to show change over time.
- 3.H.3 Local communities change over time.

Geography

- 3.G.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.
- 3.G.5 Daily life is influenced by the agriculture, industry and natural resources in different communities.
- 3.G.6 Evidence of positive and negative human modification of the environment can be observed in the local community.
- 3.G.7 Systems of transportation and communication move people, products and ideas from place to place.
- 3.G.8 Communities may include diverse cultural groups.

Government

- 3.GV.10 Individuals make the community a better place by solving problems in a way that promotes the common good.
- 3.GV.11 Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.
- 3.GV.12 Governments have authority to make and enforce laws.
- 3.GV.13 The structure of local governments may differ from one community to another.
- 3.GV.9 Members of local communities have religious, social and political rights and responsibilities.

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Economics

- 3.E.14 Line graphs are used to show changes in data over time.
- 3.E.15 Both positive and negative incentives affect individual's choices and behaviors.
- 3.E.16 Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.
- 3.E.17 A consumer is a person whose wants and needs are satisfied by using goods and services. A producer makes goods and/or provides services.
- 3.E.18 A market is where buyers and sellers exchange goods and services
- 3.E.19 Making decisions involves weighing costs and benefits.
- 3.E.20 A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

Financial Literacy

- 3.FL.1 Choices can be made with your money. Choices include spending, saving, and donating. Money can be saved in financial institutions.
- 3.FL.2 Competencies (knowledge and skills), commitment, (motivation and enthusiasm), competition (globalization and automation) training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.
- 3.FL.3 People may receive money as gifts, allowance, or income. People earn income by working.
- 3.FL.4 Financial responsibility includes the development of a spending and saving plan (personal budget).
- 3.FL.5 An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
- 3.FL.6 Recognize that money is needed to purchase goods and services.
- 3.FL.7 Borrowing includes at least two people who agree to a transaction. There are responsibilities with borrowing.
- 3.FL.8 Individuals must protect their identity, money, and property.

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