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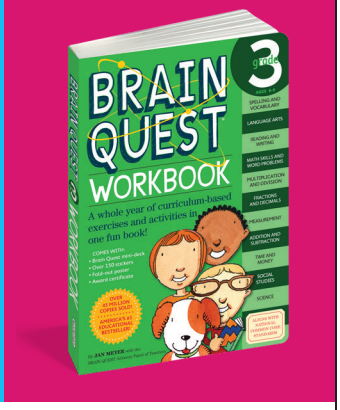

Brain Quest Workbook: Third Grade

GRADE	3	READING LITERATURE	CCSS.ELA-LITERACY.RL.3.1, 3.2, 3.3
	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	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.	
	3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	

GRADE	3	READING INFORMATIONAL TEXTS	CCSS.ELA-LITERACY.RI.3.1, 2, 3
	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
	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.	

GRADE	3	WRITING	CCSS.ELA-LITERACY.W.3.1, 1.A, 1.B, 1.C, 1.D, 2, 3
	1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
	1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	
	1.B	Provide reasons that support the opinion.	
	1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	
	1.D	Provide a concluding statement or section.	
	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	

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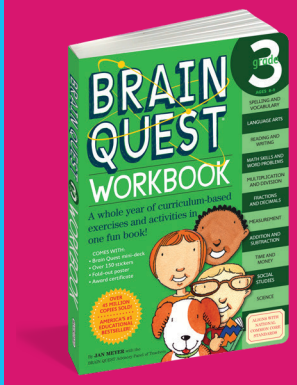

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GRADE	3	LANGUAGE	CCSS.ELA-LITERACY.L.3.1.A, 1.B, 1.D, 1.E, 1.F, 2, 2.A, 2.D, 2.E, 2.F, 4.A, 4.B, 4.C, 5, 5.A
	1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
	1.B	Form and use regular and irregular plural nouns.	
	1.D	Form and use regular and irregular verbs.	
	1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	
	1.F	Ensure subject-verb and pronoun-antecedent agreement.	
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	2.A	Capitalize appropriate words in titles.	
	2.D	Form and use possessives.	
	2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
	2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
	4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	
	4.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).	
	4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
	5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	

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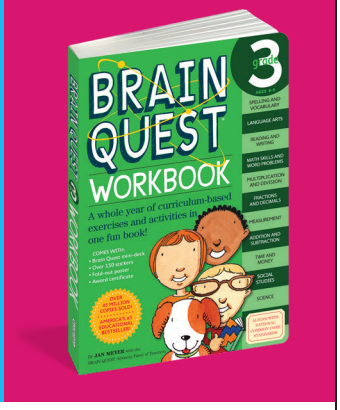

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GRADE	3	OPERATIONS & ALGEBRAIC THINKING	CCSS.MATH.CONTENT.3.OA.A.1, D.8
	A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	
	D.8	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.	

GRADE	3	NUMBER & OPERATIONS IN BASE TEN	CCSS.MATH.CONTENT.3.NBT.1, 2, 3
	1	Use place value understanding to round whole numbers to the nearest 10 or 100.	
	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.	
	3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	

GRADE	3	NUMBER & OPERATIONS—FRACTIONS	CCSS.MATH.CONTENT.3.NF.A.1, 3.B, 3.C
	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*.	
	3.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.	
	3.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.*	

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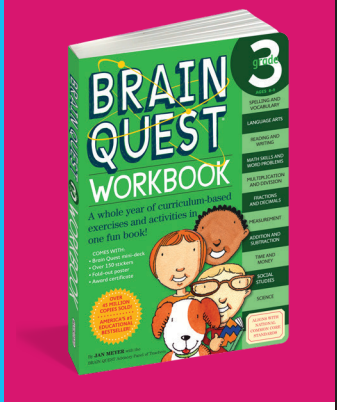

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GRADE	3	**MEASUREMENT & DATA**	**CCSS.MATH.CONTENT.3.MD.5, 7**
	5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	
	7	Relate area to the operations of multiplication and addition.	

GRADE	3	**GEOMETRY**	**CCSS.MATH.CONTENT.3.G.A.2**
	A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	

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