

Dear Parents:

The Irvine Unified School District is committed to providing each of our students with the highest quality learning experiences possible. We believe that the best way to achieve successful academic growth is through the combined efforts of the school, parents, and child. One important way for parents to help is to be aware of what students are expected to learn. Toward that end, this document displays those learning goals considered essential at this grade level. These are referred to as grade-level content standards, and they are listed for language arts, mathematics, science, and social science.

These content standards drive the plans for daily instruction and homework. Content standards also provide the basis for progress reports and report cards. Parent/teacher conferences add further clarity regarding student progress on grade-level standards.

Along with solid instruction, these standards invite students, teachers, and parents to work together in the classroom, and at home, in the interest of success for all. For additional information on grade-level content standards, please visit our web site at: [http://www.iusd.org/education\\_services/CurricularPrograms.html](http://www.iusd.org/education_services/CurricularPrograms.html).

Sincerely,



Gwen E. Gross, Ph.D.  
Superintendent of Schools

In order to further assist parents in helping their students please refer to our website: [http://www.iusd.org/parent\\_resources/ParentsHelpingStudents.html](http://www.iusd.org/parent_resources/ParentsHelpingStudents.html).

The following is an example of the items on the above mentioned website:

**How to Make a Better Student**

- A parent's guide on what you can do to help

**Family Literacy Project**

IUSD tips for parents helping children learn to read

- [Tips for Reading to Your Child](#)
- [Phrases that Encourage](#)
- [Questions that Encourage Conversation about Reading](#)
- [Concepts about Print](#)
- [Phonemic Awareness Activities For 4-5-6 Year Olds](#)
- [Phonemic Awareness Activities For 6-7 Year Olds](#)
- [Bibliography: K-3 Phonemic Awareness](#)
- [Ten Tips: Helping Your Child Read Effectively](#)
- [Breaking the Sound-It-Out Barrier](#)
- [Reading Tips for Parents, Primary Caregivers, and Educators](#)
- [Helping Children Develop Oral-Language Skills](#)
- [The Family Literacy Project Video Purchase Form](#)

**Standardized Testing (STAR program)**

- How parents can help improve the achievement levels measured by the Stanford 9

**Children's Literature Web Guide**

- Reviews children's literature

**Encyclopedia Britannica**

- On-line subscriber's service, the encyclopedia for a monthly fee

**On-line Magazines**

- Access to on-line magazines

**Scholastic**

- Take a look around this publisher's page, includes links

**Spelling**

- [How Parents Can Help Their Children With Spelling and Writing](#)
- [Spelling Benefits](#)

**Phonics**

- [How Parents Can Assist With Phonics K-2](#)
- [Breaking the Sound-It-Out Barrier](#)

**Mathematics Resources for Parents**

- Resources designed to help parents help their students with math

**Kindergarten**

- Activities that support Kindergarten learning

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**IUSD Board of Education**

Gavin Huntley-Fenner, Ph.D. / Sue Kuwabara / Carolyn McInerney / Sharon Wallin  
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Vernon Medeiros, Ed.D., Deputy Superintendent, Business Services

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# Irvine Unified School District's Essential Standards Grade 3

## READING

### Word Analysis, Fluency, and Systematic Vocabulary Development

*The Student Will:*

- Decode regular multisyllabic words.
- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- Use sentence and word context to find meaning and other features of unknown words.
- Use a dictionary to learn the meaning and other features of unknown words.
- Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

### Reading Comprehension

- Use titles, table of contents, chapter headings, glossaries, and indexes to locate information in text.
- Ask questions and support answers by connecting prior knowledge with literal and inferential information found in text.
- Demonstrate comprehension by identifying answers in text.
- Distinguish main idea and supporting details in expository text.

### Literary Response and Analysis

- Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- Determine the underlying theme or author's message in fiction and nonfiction text.
- Identify the speaker or narrator in a selection.

## WRITING

### Writing Strategies

*The Student Will:*

- Create a single paragraph.
- Write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence.
- Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
- Revise drafts to improve the coherence and the logical progression of ideas, using an established rubric.

### Writing Applications

- Write narratives.
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- Write personal and formal letters, thank-you notes, and invitations.

## WRITTEN AND ORAL LANGUAGE CONVENTIONS

### Sentence Structure Grammar, Punctuation, Capitalization, Spelling

*The Student Will:*

- Have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

## LISTENING AND SPEAKING

### Listening and Speaking Strategies

*The Student Will:*

- Retell, paraphrase, and explain what has been said by a speaker.
- Respond to questions with appropriate elaboration.
- Provide a beginning, middle, and end, including concrete details that develop a central idea.
- Use clear and specific vocabulary to communicate ideas and establish tone.
- Distinguish between the speaker's opinions and verifiable facts.

### Speaking Applications

- Make brief narrative presentations.
- Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

## MATHEMATICS

### Number Sense

*The Student Will:*

- Understand and use place value of whole numbers up to 10,000. Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
- Find the sum or difference of two whole numbers between 0 and 10,000 with regrouping.
- Memorize to automaticity the multiplication table for numbers between 1 and 12.

- Use the inverse relationship of multiplication and division to compute and check results.
- Introduce a variety of strategies for solving simple problems involving multiplication and division using one-digit multipliers and divisors.
- Understand the special properties of zero and one in multiplication and division.
- Understand the relationship between and solve problems using whole numbers, simple fractions, and decimals.
- Explore and use a variety of strategies to compute mentally.

### Algebra and Functions

- Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
- Solve simple problems involving a functional relationship between two quantities.

### Measurement and Geometry

- Choose appropriate units (metric and U.S. customary) and tools, and estimate and measure length (to the nearest eighth of an inch and to the nearest mm), liquid volume and weight/mass.
- 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.
- Find the perimeter of a polygon with integer sides.
- Describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

### Statistics, Data Analysis, and Probability

- Conduct simple probability experiments by determining the number of possible outcomes, making simple predictions and collecting and recording data.

### Mathematical Reasoning

- Solve problems using a 4-step process:
  - Make decisions about how to approach problems.
  - Use strategies, skills and concepts in finding solutions.
  - Communicate results by explaining their process and solution.
  - Determine a solution is complete and make connections to similar problems.

## SCIENCE

### Physical Science

*The Student Will:*

- Understand that energy comes from the sun to the Earth in the form of light.
- Understand that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.
- Understand that all matter is made of small particles called atoms, too small to see with the naked eye.

### Life Sciences

- Understand that plants and animals have structures that serve different functions in growth, survival, and reproduction.
- Find examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

### Earth Sciences

- Understand how the moon's appearance changes during the four-week lunar cycle.
- Understand that the Earth is one of several planets that orbit the sun, and the moon orbits the Earth.
- Understand the position of the sun in the sky changes during the course of the day and from season to season.

### Science Process Skills (Investigation and Experimentation)

- Repeat observations to improve accuracy, and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.

## SOCIAL SCIENCE

*The Student Will:*

- Describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- Describe the American Indian nations in their local region (i.e., Gabrielenos and Juanenos) long ago and in the recent past.
- Draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.
- Understand the role of rules and laws in our daily lives, and the basic structure of the United States government.
- Demonstrate basic economic reasoning skills and an understanding of the economy of the local region.