Really Good Stuff® **Activity Guide**

Common Core Resource Folders - Third Grade

This Really Good Stuff® product includes:
- 12 **Common Core Resource Folders - Third Grade**
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of these Really Good Stuff® **Common Core Resource Folders - Third Grade**—a set of two-pocket folders that provide a convenient Common Core State Standards reference for third grade students.

Meeting Common Core State Standards

These Really Good Stuff® **Common Core Resource Folders - Third Grade** are aligned with the following Common Core State Standards for English Language Arts and Mathematics:

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

Text Type and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2c Use linking words and phrases (*e.g.*, *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3c Use temporal words and phrases to signal event order.

Production and Distribution of Writing

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1b Form and use regular and irregular plural nouns.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple (for example, *I walked; I walk; I will walk*) verb tenses.

L.3.1h Use coordinating and subordinating conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2b Use commas in addresses.

L.3.2c Use commas and quotation marks in dialogue.

L.3.2e Use conventional spelling…for adding suffixes to base words (for example, *sitting, smiled, cries, happiness*).

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (for example, *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (for example, *take steps*).

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example, *knew, believed, suspected, heard, wondered*).

Operations and Algebraic Thinking

3.1 Interpret products of whole numbers, for example, 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.*

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

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3.4 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 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.*

3.5 Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*

3.6 Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

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

Number and Operations in Base Ten

3.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Number and Operations—Fractions

3.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.2a 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.

3.2b 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.

3.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

3.3b Recognize and generate simple equivalent fractions, for example, 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, for example, by using a visual fraction model.

Measurement and Data

3.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, for example, by representing the problem on a number line diagram.

3.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, for example, by using drawings (such as a beaker with a measurement scale) to represent the problem.

3.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

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

3.7 Relate area to the operations of multiplication...

3.7a 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.

3.7b 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.

Geometry

3.1 Understand that shapes in different categories (for example, rhombuses, rectangles, and others) may share attributes (for example, having four sides), and that the shared attributes can define a larger category (for example, quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.