

JSD #251 -3rd Grade Essential Standards

School Year 2026-2027

Modified April 6 2026

ELA

"Essential standards are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency" (Idaho Department of Education, Essential Standards Extended Guides).

Key: (F) is Fall Trimester, (W) is Winter Trimester, (Y) is Year End.

Standard	Standard Description
3.FR.PH.3c	Decode multisyllable words. (Y)
3.FR.PH.3d	Read grade-appropriate irregularly spelled words (e.g., come, friend, today). (W)
3.RC.TE.3	Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers. (Y)
3.RC.RF.4	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. (Y)
3.RC.L.5a	Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme. (Y)
3.RC.NF.6a	Describe key details from texts and explain how they support the central idea. (Y)
3.VD.WB.1b	Determine the meaning of new words formed when known affixes are added to a known word (e.g., expensive/ inexpensive, lock/unlock, help/helpless, care/ careless). (Y)
3.VD.WB.1c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable). (Y)
3.W.RW.2	Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement. (Y)
3.W.RW.3	Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement. (W)
3.W.RW.4	Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure. (F)
3.GC.GU.1d	Form and use regular and irregular plural nouns (e.g., fish, teeth). (W)
3.GC.GU.1g	Produce, expand, and rearrange simple and compound sentences. (Y)
3.GC.M.2b	Commas and quotation marks in dialogue. (W)
3.GC.M.3a	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. (Y)
3.W.HWK.7	Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper. (Y)

Math

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Standard	Standard Description
3.OA.A.3	Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurements by using visual and symbolic representations, with a symbol for an unknown number. (Y)
3.OA.D.8	Solve two-step word problems involving whole numbers using the four operations. (Y)
3.NBT.A.2	Fluently add and subtract whole numbers within 1,000 using understanding of place value and properties of operations. (W)

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Math Continued	
3.NF.A.3	Explain equivalence of fractions and compare fractions by reasoning about their size, in limited cases. (Y)
3.MD.B.3	Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. (F)
3.MD.C.6.	Measure areas by counting unit squares (square cm, square m, square in, square ft, and nonstandard units). (W)
3.MD.C.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. (Y)
3.MD.D.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. (Y)

Science

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Standard	Standard Description
Physical Science	
3-PS-1.2	Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. (F)
3-PS-1.3	Ask questions to determine cause and effect relationships of static electricity or magnetic interactions between two objects not in contact with each other. (F)
Life Science	
3-LS-3.1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms. (Y)
3-LS-3.2	Use evidence to support the explanation that traits can be influenced by the environment. (Y)
3-LS-1.1	Develop models to demonstrate that living things, although they have unique and diverse life cycles, all have birth, growth, reproduction, and death in common. (Y)
3-LS-3.3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (Y)
Earth and Space Science	
3-ESS-1.1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. (W)
3-ESS-1.2	Obtain and combine information to describe climates in different regions of the world. (W)
3-ESS-2.1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. (W)