

**Third Grade Correlation of Core Knowledge<sup>o</sup> with  
Florida Sunshine State Standards**

*Working Draft, July 31, 2001*

<b>Strand</b>	<b>Core Knowledge</b>	<b>State Standard</b>
Language Arts	I. Reading and Writing	<p>LA.A.1.2.2 The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.</p> <p>LA.A.1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.</p> <p>LA.A.1.2.4 The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussions.</p> <p>LA.A.2.2.5 The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.</p> <p>LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.</p> <p>LA.B.1.2.2 The student drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness;</p>

	<p><b>II. Poetry</b></p>	<p>demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.</p> <p>LA.B.1.2.3 The student produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.</p> <p>LA.B.2.2.1 The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.</p> <p>LA.B.2.2.6 The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.</p> <p>LA.C.3.2.2 The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.</p> <p>LA.C.1.2.1 The student listens and responds to a variety of oral presentations,</p>
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	<p><b>III. Fiction</b></p>	<p>such as stories, poems, skits, songs, personal accounts, and informational speeches.</p> <p>LA.E.2.2.2 The student recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns used in children’s texts.</p> <p>LA.C.1.2.2 The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations</p> <p>LA.E.1.2.1 The student identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.</p> <p>LA.E.1.2.2 The student understands the development of plot and how conflicts are resolved in a story.</p> <p>LA.E.1.2.3 The student knows the similarities and differences among the characters, settings, and events presented in various texts.</p> <p>LA.E.1.2.4 The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period.</p> <p>LA.E.1.2.5 The student identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.</p> <p>LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts.</p> <p>LA.E.2.2.4 The student identifies the major theme in a story or nonfiction text.</p>
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	<b>IV. Sayings and Phrases</b>	LA.E. 2.2.5 The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.
<b>Language Arts</b>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in grades 3, 4, and/or 5.</i></p> <p>LA.A.2.2.2 The student identifies the author’s purpose in a simple text.</p> <p>LA.B.2.2.5 The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.</p> <p>LA.C.1.2.3 The student carries on an extended conversation with a group of friends.</p> <p>LA.C.1.2.4 The student listens attentively to the speaker, including making eye contact and facing the speaker.</p> <p>LA.C.1.2.5 The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.</p> <p>LA.C.2.2.1 The student determines main concept and supporting details in a nonprint media message.</p> <p>LA.C.2.2.2 The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.</p> <p>LA.C.3.2.1 The student speaks clearly at an understandable rate and uses appropriate volume.</p> <p>LA.C.3.2.3 The student speaks for specific occasions,</p>

		<p>audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.</p> <p>LA.C.3.2.4 The student uses eye contact and gestures that engage the audience.</p> <p>LA.C.3.2.5 The student participates as a contributor and occasionally acts as a leader in a group discussion</p> <p>LA.C.3.2.6 The student organizes a speech using a basic beginning, middle, and ending.</p> <p>LA.D.2.2.3 The student recognizes different techniques used in media messages and their purposes.</p> <p>LA.D.2.2.4 The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.</p> <p>LA.D.2.2.5 The student understands that a variety of messages can be conveyed through mass media.</p>
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	<p><b>III. The Thirteen Colonies: Life and Times Before the Revolution</b></p>	<p>variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.</p> <p>SS.A.2.2.6 The student knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings).</p> <p>SS.A.1.2.2 The student uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.</p> <p>SS.A.4.2.2 The student understands why Colonial America was settled in regions.</p> <p>SS.B.1.2.2 The student knows how regions are constructed according to physical criteria and human criteria.</p> <p>SS.B.2.2.1 The student understands why certain areas of the world are more densely populated than others.</p> <p>SS.C.1.2.4 The student knows possible consequence of the absence of government, rules, and laws.</p>
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<p><b>History and Geography</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards may be accomplished in 3, 4, and/or 5.</i></p> <p>SS.A.5.1.2 The student knows the social and political consequences of industrialization and urbanization in the United States after 1880 (<i>Core Knowledge grade six</i>).</p> <p>SS.A.5.1.3 The student knows the political causes and outcomes of World War I. (<i>Core Knowledge grade six</i>).</p> <p>SS.A.5.1.4 The student understands social and cultural transformation of the 1920s and the 1930s (<i>Core Knowledge grade</i> ).</p> <p>SS.A.5.1.5 The student understands the social and economic impact of the Great Depression on American society. (<i>Core Knowledge grade</i> ).</p> <p>SS.A.5.1.6 The student understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war (<i>Core Knowledge, grade</i> ).</p> <p>SS.A.5.1.7 The student knows the economic, political, and social transformations that have taken place in the United States since World War II. (<i>Core Knowledge, grade six</i>)</p> <p>SS.A.5.1.8 The student knows the political and military aspects of United States foreign relations since World War II. (<i>Core Knowledge, grade eight</i>)</p> <p>SS.A.6.2.1 The student understands reasons that</p>
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		<p>immigrants came to Florida and the contributions of immigrants to the state's history.</p> <p>SS.A.6.2.2 The student understands the influence of geography on the history of Florida.</p> <p>SS.A.6.2.3 The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.</p> <p>SS.A.6.2.4 The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.</p> <p>SS.A.6.2.5 The student knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.</p> <p>SS.A.6.2.6 The student understands the cultural, social, and political features of Native American tribes in Florida's history.</p> <p>SS.A.6.2.7 The student understands the unique historical conditions that influenced the formation of the state and how statehood was granted.</p> <p>SS.D.1.2.1 The student understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and benefits associated with alternative choices</p> <p>SS.D.1.2.3 The student understands the basic concept of credit.</p> <p>SS.D.1.2.4 The student understands that any consumer (e.g., and individual, a household, or a government)</p>
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		<p>has certain rights.</p> <p>SS.D.1.2.5 The student understands the concepts of earning income and the basic concept of a budget.</p> <p>SS.D.2.2.1 The student understands the economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.</p> <p>SS.D.2.2.2 The student understands the roles that money plays in a market economy.</p> <p>SS.D.2.2.3 The student understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.</p> <p>SS.D.2.2.4 The student knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.</p>
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	<p style="text-align: center;"><b>III. Songs</b></p>	<p>Baroque and Handel, Villa-Lobos and mariachi).</p> <p>MU.C.1.2.3 The student understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).</p> <p>MU.C.1.2.4 The student knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.</p> <p>MU.D.1.2.2 The student identifies instruments and their “families” (e.g., violin as a string instrument, flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet).</p> <p>MU.A.1.2.2 The student sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).</p>
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<p><b>Music, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in 3, 4 and/or 5.</i></p> <p>MU.A.2.2.2 The student performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).</p> <p>MU.A.2.2.4 The student performs simple music phrases by ear.</p> <p>MU.A.3.2.3 The student writes notations for simple melodic patterns that have been performed by someone else.</p> <p>MU.B.1.2.2 The student improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.</p> <p>MU.B.2.2.1 The student knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.</p> <p>MU.D.2.2.2 The student uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and others' performances.</p> <p>MU.E.1.2.1 The student knows similarities and differences in artistic vocabulary.</p> <p>MU.E.2.2.1 The student knows multiple uses of music</p>
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		<p>in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).</p> <p>MU.E.2.2.2 The student knows and applies appropriate audience behavior in various musical settings (e.g., symphony, concerts, school concerts, and parades).</p> <p>MU.E.2.2.3 The student understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.</p> <p>MU.E.2.2.4 The student understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).</p>
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<p><b>Mathematics</b></p>	<p><b>I. Numbers and Number Sense</b></p>	<p>MA.A.1.2.1 The student names whole numbers combining three-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.</p> <p>MA.A.2.2.2 The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.</p>
	<p><b>II. Fractions and Decimals</b></p>	<p>MA.A.1.2.2 The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.</p> <p>MA.A.1.2.3 The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.</p> <p>MA.A.1.2.4 The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.</p> <p>MA.A.2.2.1 The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.</p> <p>MA.D.2.2.1 The student represents a given simple</p>

	<p><b>III. Money</b></p> <p><b>IV. Computation</b></p> <p><b>V. Measurement</b></p>	<p>problem situation using diagrams, models, and symbolic expressions translated from symbolic expressions, etc.</p> <p><i>No Sunshine State Standards refer specifically to money.</i></p> <p>MA.A.3.2.1 The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers and the effects of division on whole numbers, including the inverse relationship of multiplication and division.</p> <p>MA.A.3.2.2 The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals and fractions, and division of whole numbers.</p> <p>MA.B.1.2.1 The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.</p> <p>MA.B.1.2.2 The student solves real-world problems involving length weight, perimeter, area, capacity, volume, time, temperature, and angles.</p> <p>MA.B.2.2.2 The student selects and uses appropriate standard and nonstandard units of measurement, according to</p>
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	<p style="text-align: center;"><b>VI. Geometry</b></p>	<p>type and size.</p> <p>MA.B.4.2.2 The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.</p> <p>MA.C.2.2.1 The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.</p> <p>MA.C.3.2.1 The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real world and mathematical problems.</p>
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<p><b>Mathematics, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in 3, 4, and/or 5.</i></p> <p>MA.B.4.2.1 The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.</p> <p>MA.C.2.2.2 The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.</p> <p>MA.D.1.2.1 The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, and rules using algebraic symbols.</p> <p>MA.D.1.2.2 The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.</p> <p>MA.E.1.2.2 The student determines range, mean, median, and mode from sets of data.</p> <p>MA.E.1.2.3 The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.</p> <p>MA.E.2.2.1 The student uses models, such as tree diagrams, to display possible outcomes and predicts the likelihood of simple events occurring.</p> <p>MA.E.3.2.1 The student designs experiments to answer</p>
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		<p>class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.</p> <p>MA.E.3.2.2 The student uses statistical data about life situations to make predictions and justifies reasoning.</p>
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	<p style="text-align: center;"><b>VI. Astronomy</b></p>	<p>recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.</p> <p>SC.D.2.2.1 The student knows that using, recycling, and reducing the use of natural resources improves and protect the quality of life.</p> <p>SC.G.1.2.4 The student knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.</p> <p>SC.G.1.2.5 The student knows that animals eat plants or other animals to acquire the energy they need for survival.</p> <p>SC.G.1.2.6 The student knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms.</p> <p>SC.G.2.2.1 The student knows that all living things must compete for Earth’s limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.</p> <p>SC.G.2.2.3 The student understands that changes in the habitat of an organism may be beneficial or harmful.</p> <p><i>The following standard is from the Social Studies strand:</i></p> <p>SS.B.2.2.3 The student understands how human activity affects the physical environment.</p> <p>SC.E.1.2.1 The student knows that the tilt of the Earth on its own axis as it rotates and</p>
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	<p style="text-align: center;"><b>VII. Science Biographies</b></p>	<p>revolves around the sun causes changes in season, length of day, and energy available.</p> <p>SC.E.1.2.2 The student knows that the combination of the Earth’s movement and the moon’s own orbit around the Earth results in the appearance of cyclical phases of the moon.</p> <p>SC.E.1.2.3 The student knows that the sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.</p> <p>SC.E.1.2.4 The student knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.</p> <p>SC.E.1.2.5 The student understands the arrangement of planets in our Solar System.</p> <p>SC.E.2.2.1 The student knows that, in addition to the sun, there are many other stars that are far away.</p> <p>SC.H.1.2.5 The student knows that a model of something is different from the real thing, but can be used to learn something about the real thing.</p> <p><i>The following standard is taken from the Social Studies strand:</i></p> <p>SS.A.3.2.1 The student knows significant people and their contributions in the field of communication and technology (e.g., inventors of various nonelectronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society.</p>
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<p><b>Science, continued</b></p>		<p><i>The following standards do not correlate with Core Knowledge. These standards can be accomplished in 3, 4, and/or 5.</i></p> <p>SC.A.1.2.2 The student knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.</p> <p>SC.B.1.2.6 The student knows ways that heat can move from one object to another.</p> <p>SC.B.2.2.3 The student knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.</p> <p>SC.C.1.2.1 The student understands that the motion of an object can be described and measured.</p> <p>SC.C.2.2.2 The student knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.</p> <p>SC.C.2.2.4 The student knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.</p> <p>SC.D.1.2.2 The student knows that 75 percent of the surface of the Earth is covered by water.</p> <p>SC.G.1.2.2 The student knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.</p> <p>SC.G.1.2.7 The student knows that variations in light,</p>
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		<p>water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.</p> <p>SC.G.2.2.2. The student knows that the size of a population is dependent upon the available resources within its community.</p> <p>SC.H.1.2.1 The student knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.</p> <p>SC.H.1.2.3 The student knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusion.</p> <p>SC.H.1.2.4 The student knows that to compare and contrast observations and results is an essential skill in science.</p> <p>SC.H.3.2.1 The student understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.</p> <p>SC.H.3.2.2 The student knows that data are collected and interpreted in order to explain an event or concept.</p> <p>SC.H.3.2.3 The student knows that before a group of people builds something or tries something new, they should determine how it might affect other people.</p> <p>SC.H.3.2.4 The student knows that through the use of science processes and knowledge, people can solve problems, make decisions, and</p>
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