

A Correlation Between Our City® and Common Core ELA/Math G3

Activity 1: Inside Cities
Students identify different zones in a city and describe the job of a city planner.

Activity 2: Building a City
Students calculate scale measurements and describe the job skills of a builder.

Activity 3: Dining Out
Students make decisions about operating a restaurant.

Activity 4: Making Headlines
Students generate a class newspaper.

Activity 5: You Can Bank on It
Students carry out bank transactions.

Common Core ELA/Math (Grade 3)

Third Grade	X	X	X	X	X
Reading Standards for Informational Text 3.RSIT	X	X	X	X	X
3.RSIT.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X	X	X
3.RSIT.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	X	X	X	X	X
3.RSIT.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.	X	X	X	X	X
3.RSIT.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	X	X	X	X	X
3.RSIT.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	X	X	X	X	X
3.RSIT.6. Distinguish their own point of view from that of the author of a text.	X	X	X	X	X
3.RSIT.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X	X	X	X
3.RSIT.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	X	X	X	X	X
3.RSIT.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	X	X	X	X	X
Writing Standards 3.WS				X	
3.WS.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				X	
3.WS.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.				X	

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3.WS.7. Conduct short research projects that build knowledge about a topic.				X	
3.WS.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				X	
Speaking and Listening Standards 3.SLS	X	X	X	X	X
3.SLS.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X	X	X
3.SLS.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X	X	X	X
3.SLS.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	X	X	X	X	X
Language Standards 3.LS	X	X	X	X	X
3.LS.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X
3.LS.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X	X
3.LS.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.	X	X	X	X	X
3.LS.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	X	X	X	X	X
Operations and Algebraic Thinking 3.OA		X			X
3.OA.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 .		X			X

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3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		X			X
3.OA.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. ³		X			X
Number and Operations in Base Ten 3.NBT		X			X
3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.		X			X
3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.		X			X
3.NBT.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.		X			X
Number and Operations Fractions ⁵ 3.NF		X			X
3.NF.1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.		X			X