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# Common Core State Standards

**English Answer Keys**

**Grade 3**

- **Math Standards**
- **English Standards**

**Worksheets and Activities  
that teach every standard!**

**Reading: Literature****RL.3.1 Assessment**

Responses may vary but should include three questions answered with evidence from the text.

**RL.3.2 Assessment - Pages 1 & 2**

This form can be used with any fable, myth or folktale. The answers are included for 'The Ant and the Grasshopper'

**Title:** The Ant and the Grasshopper

**Message:** It is wise to worry about tomorrow today.

**Details:** The ant collected food while the grasshopper laughed at her. The ant continued to work, but the grasshopper played and danced and sang.

When the grasshopper was cold and hungry, it had no food. The ant was prepared.

**RL.3.3 Assessment**

Responses may vary. Responses should include a description of a character and how the character's actions contribute to an event in the story.

**RL.3.4 Assessment**

Responses may vary but should include examples of figurative language and their literal counterparts.

**RL.3.5 Assessment**

Responses may vary but should include a retelling of the poem and how the stanzas build on one another.

**RL.3.6 Assessment**

Responses may vary but should include the main character's point of view and the student's point of view.

**RL.3.7 Assessment**

Responses may vary but should include a description of one of the illustrations and how it contributes to the text.

**RL.3.9 Assessment**

Answers will vary, but should accurately compare two stories in the following areas: Characters, Settings, Problems, and Solutions.

**RL.3.10 Assessment**

Students may use this record sheet to record their reading in appropriate grade-level books and poems in various genres and styles. They should have a brief summary written with correct grammar and punctuation.

**Reading: Informational Text****RI.3.1 Assessment**

Responses may vary but should include three questions answered with evidence from the text.

**RI.3.2 Assessment**

Responses may vary but should include the main idea of the story with supporting key details.

**RI.3.3 Assessment**

Responses may vary but should include text events and a summary.

**RI.3.4 Assessment**

Responses may vary but should include various content words or phrases and their meanings.

**RI.3.5 Assessment**

Responses may vary but should include various information and the source used to acquire it.

**RI.3.6 Assessment**

Responses may vary but should include the points-of-view of the author and the students with a comparison between the two.

**RI.3.7 Assessment**

Responses may vary but should include a description of an illustration used in the text and how it helps the reader better understand the text.

**RI.3.8 Assessment**

Responses may vary but should include connections the student made while reading text.

**RI.3.9 Assessment**

Responses may vary but should compare and contrast the details of two different texts on the same topic.

**RI.3.10 Assessment**

Students may use this record sheet to record their reading in appropriate grade-level books and texts in various genres and styles. They should have a brief summary written with correct grammar and punctuation.

**Reading: Foundational Skills****RF.3.3 Assessment A****TOP SECTION:**

ceaseless (endless)  
 misunderstand (miscomprehend, misconstrue)  
 quietly (noiselessly)  
 useless  
 unsafe  
 faster, quicker (speedier, swifter, fleetier)  
 rebuild (reconstruct)  
 prepurchase, prepay

**BOTTOM SECTION:**

word	suffix	meaning
digestible	-ible	to be able to digest
frailty	-ty	to be frail
information	-tion	something to learn/know
flexible	-ible	to be able to bend
amazement	-ment	feeling amazed
similarity	-ty	to be similar
humidify	-fy	to make humid
likable	-able	something you can like

**RF.3.3 Assessment B****TOP SECTION:**

fortitude (3)	enticing (3)
posture (2)	irritability (6)
multiplication (5)	prehistoric (4)
environment (4)	indistinguishable (6)
supercilious (5)	superficiality (7)

For both sections check pronunciations.

**RF.3.4 Assessment**

Use the form and the directions on the following page to check for reading accuracy and comprehension. Keep a running record of each student's reading progress.

**Writing****W.3.1 Assessment - Pages 1, 2, & 3**

Responses may vary but should include an event summary with the writer's opinion. Opinion should be supported by reasons and evidence.

Pages 1 & 2 are planners for a draft on page 3.

**W.3.2 Assessment - Pages 1, 2, & 3**

Responses may vary but should include information on a topic with details, facts, definitions, and a concluding statement.

Pages 1 & 2 are planners for a draft on page 3.

**W.3.3 Assessment - Pages 1, 2, & 3**

Responses may vary but should be in the form of a narrative which includes events described in detail and has clear sequence, dialogue, character development, and a closing.

Pages 1 & 2 are planners for a draft on page 3.

**W.3.4 Assessment - Pages 1 & 2**

Responses may vary but should be an original piece of writing that shows the student's growth in writing.

**W.3.5 Assessment**

Responses may vary. Checklist can be used by students and teachers to assess writing growth.

**W.3.6 Assessment**

Responses may vary. Checklist can be used by students and teachers to assess knowledge in digital learning.

**W.3.7 Assessment**

Responses may vary. Checklist can be used by students to plan a research project and by teachers to analyze how well the student planned and executed the project.

**W.3.8 - Pages 1 & 2**

Responses may vary. Form can be used by students to gather information about a topic and by teachers to analyze how well the student collected and categorized the information.

**W.3.10**

Responses may vary. Form can be used by students and /or to record the types of writing the students complete over the course of the year.

**Speaking and Listening****SL.3.1 Assessment**

Responses may vary. Students and/or teachers can use the checklist to record student participation in collaborative groups.

**SL.3.2 Assessment**

Responses may vary but should include the main idea of a scientific or historical article, supporting details, and a summary.

**SL.3.3 Assessment**

Responses may vary but should include various types of questions and accurate answers. Open and closed questions should be identified correctly by the check boxes.

**SL.3.4 Assessment**

Responses may vary but should include a short summary of a personal experience, facts, details, and other information that will enhance oral storytelling.

**SL.3.5 Assessment**

Responses may vary but should include information that helps to plan recording of an oral reading or storytelling.

**SL.3.6 Assessment A**

Responses may vary. Oral explanations should include complete, detailed sentences and students should speak clearly as they explain how to accomplish the tasks.

**SL.3.6 Assessment B**

Responses may vary. Oral explanations should include complete, detailed sentences and students should speak clearly as they explain how to accomplish the tasks.

## Language

**L.3.1 Assessment A**

Sentences and words chosen will vary. The functions of the words should be similar to the following examples:

**Noun:** names a person, place, thing, idea, or animal

**Pronoun:** Takes the place of a noun in the sentence.

**Adjective:** describes a noun in the sentence

**Adverb:** describes a verb in the sentence

**L.3.1 Assessment B**

Sentence responses will vary, but the words in the gray boxes should be:

1. flowers
2. women
3. shouted
4. brought

**L.3.1 Assessment C**

Sentence responses will vary, but the words in the gray boxes should be:

1. warmer, warmest
2. kinder, kindest
3. taller, tallest
4. played, will play
5. walked, will walk
6. stung, will sting

**L.3.2 Assessment**

Students should use this form to check over their work in fictional and nonfictional writing. Teachers can also use it for an assessment of a final draft.

**L.3.3 Assessment****TOP SECTION:**

Responses will vary. Check for accuracy.

**BOTTOM SECTION:**

informal spoken                      formal spoken

formal written                      informal written

**L.3.4 Assessment A**

Answers will vary depending on text and words chosen.

**L.3.4 Assessment B****NEW WORD:**

overdue  
submarine  
mouthful  
unicycle  
telescope  
sisterhood  
bipedal  
postdate  
heartless

**MEANING:**

past due  
underwater  
filled the mouth  
one-wheeled cycle  
long-distance look  
association of sisters  
two-footed  
date after the fact  
without feeling

**L.3.5 Assessment A**

Answers will vary, but should indicate examples of figurative language. The bottom section should also feature examples of how to use this figurative language in everyday speech.

**L.3.5 Assessment B**

Answers will vary. Synonyms should be words that fit the original word, if in varying degrees. The differences in meanings should be explained, and then an example sentence should be used.

**L.3.6 Assessment**

Answers will vary. Vocabulary chosen should be properly used in sentences, either original or from the texts they were located in.



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# Common Core State Standards

**Math Answer Keys**

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**Operations and Algebraic Thinking**
**3.OA.1 Assessment**

Responses may vary. Answers from left to right by column.

ARRAYS	ADDITION	WORDS
$9 \times 3 = 18$	$5+5+5=15$ or $3+3+3+3+3=15$	$7 \times 2 = 14$
$8 \times 1 = 8$	$6+6+6+6=24$ or $4+4+4+4+4+4=24$	$8 \times 6 = 48$
$6 \times 6 = 36$	$6+6+6+6+6+6=36$	$5 \times 9 = 45$

**3.OA.2 Assessment**

Responses may vary. Answers from left to right by column.

SHARES	PICTURES	WORDS
$8 \div 2 = 4$	$12 \div 3 = 4$	$10 \div 2 = 5$
$9 \div 3 = 3$	$24 \div 6 = 4$	$36 \div 6 = 6$
$50 \div 5 = 10$	$27 \div 9 = 3$	$14 \div 2 = 7$

**3.OA.3 Assessment A**

- $12 \times 5 = 60$  balls
- $9 \times 8 = 72$  seats
- $7 \times 14 = 98$  blocks
- $4 \times 12 = 48$  flowers
- $11 \times 8 = 88$  spider legs

**3.OA.3 Assessment B**

- $20 \div 5$  (kyle + 4 friends) = 4 pieces
- $90 \div 10 = 9$  candles
- $30 \div 6 = 5$  people
- $56 \div 4 = 14$  petals
- $12 \div 4 = 3$  donuts

**3.OA.4 Assessment**

- |       |        |
|-------|--------|
| 1. 3  | 6. 39  |
| 2. 36 | 7. 12  |
| 3. 11 | 8. 5   |
| 4. 7  | 9. 9   |
| 5. 48 | 10. 63 |

**3.OA.5 Assessment**

Answers should be as follows with the property used and work shown.

- 18
- 135
- 65
- 60
- 64

**3.OA.6 Assessment**

- |          |           |
|----------|-----------|
| 1. 4,4   | 6. 7,7    |
| 2. 5,5   | 7. 12     |
| 3. 12,12 | 8. 5,5    |
| 4. 9,9   | 9. 11,11  |
| 5. 5,5   | 10. 12,12 |

**3.OA.7 Assessment**

- |       |        |
|-------|--------|
| 1. 80 | 6. 10  |
| 2. 90 | 7. 14  |
| 3. 60 | 8. 36  |
| 4. 66 | 9. 14  |
| 5. 90 | 10. 13 |

**3.OA.8 Assessment**

- 8 marbles, 40 marbles
- 6 slices, 3 slices
- 50 bikes, 25 bikes
- 48 pencils, 12 pencils

**3.OA.9 Assessment A**

- (+10) 27, 30, 48
- (+15) 67, 44, 71
- (-3) 65, 52, 94
- (-12) 64, 76, 24
- (+20) 58, 56, 4, 60
- (-16) 40, 62, 58, 16

**3.OA.9 Assessment B**

- ( $\times 5$ ) 35, 70, 150
- ( $\times 9$ ) 10, 108, 4
- ( $\div 2$ ) 45, 44, 26
- ( $\div 3$ ) 66, 32, 36
- ( $\times 12$ ) 36, 5, 6, 120
- ( $\div 9$ ) 7, 10, 0, 18

**Numbers & Operations in Base Ten****3.NBT.1 Assessment**

- |        |          |
|--------|----------|
| 1. 50  | 6. 600   |
| 2. 600 | 7. 350   |
| 3. 90  | 8. 500   |
| 4. 200 | 9. 410   |
| 5. 40  | 10. 1000 |

**3.NBT.2 Assessment**

- |        |         |
|--------|---------|
| 1. 940 | 6. 932  |
| 2. 212 | 7. 184  |
| 3. 781 | 8. 877  |
| 4. 103 | 9. 548  |
| 5. 772 | 10. 797 |

**3.NBT.3 Assessment**

- |        |         |
|--------|---------|
| 1. 350 | 6. 180  |
| 2. 240 | 7. 320  |
| 3. 200 | 8. 50   |
| 4. 120 | 9. 270  |
| 5. 240 | 10. 400 |

**Numbers & Operations - Fractions**
**3.NF.1 Assessment**






- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1. $\frac{1}{4}$                  | 6. $\frac{4}{6}$ or $\frac{2}{3}$  |
| 2. $\frac{1}{2}$                  | 7. $\frac{2}{4}$ or $\frac{1}{2}$  |
| 3. $\frac{2}{6}$ or $\frac{1}{3}$ | 8. $\frac{2}{4}$ or $\frac{1}{2}$  |
| 4. $\frac{3}{4}$                  | 9. $\frac{2}{4}$ or $\frac{1}{2}$  |
| 5. $\frac{9}{9}$ or 1 whole       | 10. $\frac{6}{9}$ or $\frac{2}{3}$ |

**3.NF.2 Assessment A**

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. $\frac{2}{5}$                  | 6. $\frac{3}{8}$                  |
| 2. $\frac{6}{8}$ or $\frac{3}{4}$ | 7. $\frac{2}{9}$                  |
| 3. $\frac{1}{4}$                  | 8. $\frac{4}{5}$                  |
| 4. $\frac{7}{9}$                  | 9. $\frac{2}{4}$ or $\frac{1}{2}$ |
| 5. $\frac{4}{7}$                  | 10. $\frac{5}{7}$                 |

**3.NF.2 Assessment B**

Approximate Answers:

- |                   |   |
|-------------------|---|
| 1. $\frac{2}{8}$  |    |
| 2. $\frac{5}{6}$  |    |
| 3. $\frac{3}{10}$ |  |
| 4. $\frac{7}{9}$  |  |
| 5. $\frac{1}{4}$  |  |

**3.NF.3 Assessment A**

- |              |              |
|--------------|--------------|
| 1. same      | 6. different |
| 2. different | 7. same      |
| 3. same      | 8. same      |
| 4. different | 9. different |
| 5. same      | 10. same     |

**3.NF.3 Assessment B**

Responses will vary. Explanations should be accurate. Suggested answers:

1.  $\frac{6}{8}$  or  $\frac{9}{12}$
2.  $\frac{1}{3}$  or  $\frac{3}{9}$
3.  $\frac{8}{10}$  or  $\frac{12}{15}$
4.  $\frac{6}{16}$  or  $\frac{9}{24}$
5.  $\frac{2}{4}$  or  $\frac{3}{6}$

**3.NF.3 Assessment C**

- |                     |                  |
|---------------------|------------------|
| 1. $\frac{2}{2}$    | 5. $\frac{3}{3}$ |
| 2. $\frac{8}{8}$    | 6. $\frac{9}{9}$ |
| 3. $\frac{4}{4}$    | 7. $\frac{5}{5}$ |
| 4. $\frac{6}{6}$    | 8. $\frac{1}{1}$ |
| 9. $\frac{6}{6}$    |                  |
| 10. $\frac{10}{10}$ |                  |

**3.NF.3 Assessment D**

- |      |       |
|------|-------|
| 1. = | 6. <  |
| 2. = | 7. =  |
| 3. > | 8. =  |
| 4. < | 9. <  |
| 5. > | 10. > |

**Measurement & Data**
**3.MD.1 Assessment**

1. Begin at 3:41, finish at 4:56
2. Woke up at 6:08, overslept by 1 hr 38 min
3. Started at 1:03, watched 1 hr 13 mins
4. leave at 7:49, arrive at 9:00 (check clocks to make sure they match these numbers)
5. cupcakes done at 1:13, baking finished at 1:58. start clock = 12:00, finish clock = 1:58

**3.MD.2 Assessment**

1. liters
2. kilograms
3. milliliters
4. grams
5. liters
6. kilograms
7. liters
8. grams
9. milliliters
10. 180 grams
11.  $30 + 14 + 28 = 72$  kilos
12.  $(22 + 13) \times 2 = 70$  liters

**3.MD.3 Assessment**

Make sure the pictograph is filled in properly.

Harriet: @@@@

Sally: @@@

Patty: @@@@C (this one has a 1/2)

Lucy: @@@@

Marcy: @@

1.  $50 \times 6 = 300$
2.  $(8 - 2) \times 50 = 300$
3.  $300 + 200 + 325 + 400 + 100 = 1325$
4.  $(4 + 6.5) \times 50 = 525$

**3.MD.4 Assessment**

Using this page, make sure students properly fill out the data table and graph their measurements properly. All parts of the graph should be properly labeled.

**3.MD.5 Assessment A**

1. 26 sq units
2. 27 sq units
3. 24 sq units
4. 20 sq units
5. 20 sq units
6. 28 sq units

**3.MD.5 Assessment B**

- A. 20 sq cm  $5 \times 4 = 20$
- B. 42 sq cm  $7 \times 6 = 42$
- C. 21 sq cm  $3 \times 7 = 21$

**3.MD.6 Assessment**

1. 42 sq miles
2. 20 sq ft
3. 108 sq. in
4. 4 sq m

**3.MD.7 Assessment A**

Make sure blanks are filled in appropriately.

1.  $4 \times 4 = 16$  sq units
2.  $3 \times 6 = 18$  sq units
3.  $4 \times 14 = 56$  sq units
4.  $23 \times 11 = 253$  sq un

**3.MD.7 Assessment B**

Check work. Wrok may vary depending on how the last 2 shapes are split in two.

1.  $A = 17 \times 17 = 289$      $B = 8 \times 7 = 56$   
Total Area = 345 sq units.
2.  $A = 15 \times 3 = 45$      $B = 12 \times 11 = 132$   
Total Area = 177 sq units
3.  $A = 20 \times 5 = 100$      $B = 6 \times 10 = 60$   
Total Area = 160 sq units.
4.  $A = 15 \times 4 = 60$      $B = 6 \times 9 = 54$   
Total Area = 114 sq units

**3.MD.7 Assessment C**

Solve each question 2 ways. The answer should be the same either way.

1. addition: 13, 130, 130 sq units  
multiplication: 100, 30, 130 sq units
2. addition: 8, 160, 160 sq units  
multiplication: 100, 60, 160 sq units
3. addition: 10, 150, 150 sq units  
multiplication: 75, 75, 150 sq units

**3.MD.8 Assessment**

1. 61 feet
2. 35 feet
3. 198 meters
4. 48 mm for one, 96 mm for both
5. 27 feet

Geometry

3.G.1 Assessment

TOP SECTION:

1. 4
2. 4
3. No
4. Closed
5. Yes
6. No

<u>Quadrilaterals:</u>	<u>Non-Quad.:</u>
rhombus	triangles
square	hexagons
parallelogram	octagons
rectangle	circles
trapezoid	semicircles
dart	crescents
irregular quadrilateral	pentagons

3.G.2 Assessment

Responses will vary. Make sure each section is partitioned into the proper number of pieces. Each one should have a colored portion, which should be correctly identified in the fraction box.