



Correlation of *Core Knowledge*[®] *Sequence* & Colorado Grade Level Expectations

Core Knowledge [®] Content (Language Arts-Grade 3)	Colorado Grade Level Expectations (Grade 3-Reading & Writing)
I. Reading and Writing	
A. Reading Comprehension and Response	
<ul style="list-style-type: none"> ▪ 	3.1.B.2 use sentence structure, paragraph structure, text organization, and word order (syntax) 3.1.B.3 use and apply background experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics) 3.1.B.4 use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics)
<ul style="list-style-type: none"> ▪ 	3.1.B.1 apply word attack skills to read new and unfamiliar words (graphophonics)
<ul style="list-style-type: none"> ▪ 	3.1.A.2 summarize text passages
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	
B. Writing	
<ul style="list-style-type: none"> ▪ 	3.2.B align purpose (for example, to entertain, to inform, to communicate) with audience
<ul style="list-style-type: none"> ▪ 	3.5.A gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors 3.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations) 3.5.C report events sequentially 3.5.D write a concluding statement 3.5.E use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words 3.5.F list resources used by title
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	3.2.C write a first draft with the necessary components for a specific genre 3.2.D revise draft content (for example, organization, relevant details, clarity) 3.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 3.2.F proofread revised draft 3.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform)
C. Spelling, Grammar, and Usage	
<ul style="list-style-type: none"> ▪ 	3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
<ul style="list-style-type: none"> ▪ 	
<ul style="list-style-type: none"> ▪ 	3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb

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	agreement, complete simple sentences, appropriate verb tense, regular plurals)
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D. Vocabulary	
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II. Poetry	
▪	3.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
III. Fiction	
A. Stories	
▪	3.1.A.1 adjust reading pace to accommodate purpose, style, and difficulty of material 3.1.A.3 apply information and make connections from reading 3.6.A identify the elements of plot, character, and setting in a favorite story 3.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 3.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
B. Myths and Mythical Characters	
▪	3.1.A.1 adjust reading pace to accommodate purpose, style, and difficulty of material 3.1.A.3 apply information and make connections from reading 3.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
C. Literary Terms	
▪	
IV. Sayings and Phrases	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	3.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion)
This can be covered in many other areas	3.3.B write legibly
Core Knowledge® Content (History & Geography-Grade 3)	Colorado Grade Level Expectations (Grade 3- History, Geography, & Civics)
World History and Geography	
I. Geography	
A. Spatial Sense (working with maps, globes, and other geographic tools)	
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▪	GEO.3.1.1.A measure straight-line distances using a bar scale
▪	GEO.3.1.1.B know how to use an atlas and some on-line resources to find geographic information
B. Geographical Terms and Features	
▪	GEO.3.1.2.A demonstrate knowledge of topographical features, such as: boundary, channel, delta, isthmus, plateau, reservoir, strait
C. Canada	
▪	GEO.3.1.2.B demonstrate knowledge of the geography of Canada: a) locate relative to the United States; b) areas of French and British heritage; c) Rocky Mountains; d) Hudson Bay, St. Lawrence River, Yukon River; e) major provinces; f) major cities
D. Important Rivers of the World	
▪	GEO.3.1.2.C demonstrate knowledge on the location and characteristics of the important rivers of the world, on all continents GEO.1-4.1.3.B understand how the availability of water affects human lifestyles
II. Ancient Rome	
A. Geography of the Mediterranean Region	
▪	GEO.3.1.2.D demonstrate expanded knowledge on the geography of the Classical Ancient World: a) the Mediterranean, Aegean, Adriatic, Red, and Black Seas; b) Greece, Italy, France, Spain, North Africa, Asia Minor, and major cities of historical significance
B. Background	
▪	GEO.1-4.4.5.C understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons
C. The Empire	
▪	
D. The “Decline and Fall” of Rome	
▪	
E. The Eastern Roman Empire: Byzantine Civilization	
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III. The Vikings	
	GEO.3.1.2.E demonstrate knowledge of the geography of Scandinavia (including Greenland, Iceland, Newfoundland) as it relates to the history of the Vikings
American History and Geography	
I. The Earliest Americans	
A. Crossing the Land Bridge	
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B. Native Americans	
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II. Early Exploration of North America	
A. Early Spanish Exploration and Settlement	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
B. Exploration and Settlement of the American Southwest	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
C. The Search for the Northwest Passage	
▪	GEO.3.1.2.F demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement
III. The Thirteen Colonies: Life and Times Before the Revolution	
A. Geography	
▪	GEO.3.1.2.G demonstrate expanded knowledge on the thirteen original colonies, with emphasis on the New England colonies, and the Middle Atlantic colonies GEO.1-4.4.5.D understand the configuration of a town/city within a country, within a state, within a country, a continent, the Earth
B. Southern Colonies	
▪	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area CIV.3.1.4 I identify American leaders in American political culture, e.g.: Pocahontas, Chief Ouray, John Smith, Anne Hutchinson, and Sojourner Truth
C. New England Colonies	
▪	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area CIV.3.1.4 I identify American leaders in American political culture, e.g.: Pocahontas, Chief Ouray, John Smith, Anne Hutchinson, and Sojourner Truth
D. Middle Atlantic Colonies	
▪	GEO.1-4.4.4.D guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many of the History units	HIS.3.1.A discuss the general chronological order of significant people, groups and events in the history of the community
This can be covered in many of the History units	HIS.3.1.B sequence events by days, weeks, months, and years
This can be covered in many of the History units	HIS.3.1.C create an historical narrative of their own, such as their family's, their school's, or community's history (e.g.

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	compare a student's day in Colorado from the 19 th century to the present), establish a chronology for the story, providing a beginning, a middle, and an end
This can be covered in many of the History units	HI S.3.1.D group events by broadly defined areas in the history of their local communities
This can be covered in many of the History units	HI S.3.1.E identify events or actions and their consequences as shown in local or family history
This can be covered in many of the History units	HI S.3.2.A pose and answer questions about the history of their community
This can be covered in many of the History units	HI S.3.2.B gather information about the past from fiction and non-fiction books, oral histories, photographs, newspapers, and art work
This can be covered in many of the History units	HI S.3.2.C read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps such as: the geographic features of the setting in which they occurred, their absolute and relative locations, and the distance and direction involved
This can be covered in many of the History units	HI S.3.2.D use available technology to obtain historical information
This can be covered in many of the History units	HI S.3.2.E identify various sources of historical information and verify those sources as legitimate, accurate, and balanced in presentation
This can be covered in many of the History units	HI S.3.2.F identify how diaries, historical photographs and art works are used to record history
This can be covered in many of the History units	HI S.3.2.G present examples of connections between past events and present day situations
This can be covered in many of the History units	HI S.3.2.H compare evidence we have from settlers in the west, Native American Indians, and journalists that show how various people lived in North America in the 18 th and 19 th centuries
This can be covered in many other areas	HI S.3.3.A compare various family structures in Mexico, Canada, and the United States, etc.
This can be covered in many other areas	HI S.3.3.B identify the cultural heritage evident in their community (e.g., restaurants, stores, and place names)
This can be covered in many other areas	HI S.3.3.C explain the cultural origins of place names in the community
This can be covered in many other areas	HI S.3.3.D identify ways that people in communities have helped and supported each other now and in the past
This can be covered in many other areas	HI S.3.4.A describe the impact of various technological developments on the local community (e.g., irrigation, transportation, and communication)
This can be covered in many other areas	HI S.3.4.B describe economic needs and wants of a community (e.g., education, recreation, transportation, and city services)
This can be covered in many other areas	HI S.3.4.C identify economic resources of the community (e.g., goods and services)
This can be covered in many other areas	HI S.3.4.D explain how supply and demand affects the resources in a community
This can be covered in many other areas	HI S.3.5.A explain why cities and towns have laws to maintain order and protect citizens
Grade 4: American History: Making a Constitutional Government	HI S.3.5.B describe the functions of city government
Grade 4: American History: Making a Constitutional Government	HI S.3.5.C give examples of different heads of government (e.g., presidents, kings, mayors, and governors)
Grade 4: American History: Making a Constitutional Government	HI S.3.5.D describe how political leadership is acquired in the community
Grade 4: American History: Making a Constitutional Government	HI S.3.5.E list ways citizens can interact with local government (e.g., letter writing and public meetings)
This can be covered in many other areas	HI S.3.5.F explain the need for balance between individual rights and mutual cooperation for people to live and work together in communities
Grade 4: American History: Making a Constitutional Government	HI S.3.5.G explain the fundamental ideas and principles that form the foundation of our republican form of government including inalienable rights ("life, liberty, and the pursuit of happiness"), the rule of law, justice, and equality under the law
This can be covered in many other areas	HI S.3.6.A recognize that families have different traditions based on their individual beliefs and values
This can be covered in many other areas	HI S.3.6.B identify the variety of churches, service, and other organizations and the importance they play in their community
This can be covered in many other areas	HI S.3.6.C give examples of forms of expression that depict the history, daily life, and beliefs of their community (e.g., art, architecture, and community celebrations)
This can be covered in many other areas	GEO.1-4.1.3.A understand how latitude affects climate, and demonstrate his/her understanding through examples
This can be covered in many other areas	GEO.1-4.1.3.C discuss the relationship between climate and human development in the "Cradle of Civilization" - Mesopotamia, and later, in Egypt, in Central America; and elsewhere

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This can be covered in many other areas	GEO.1-4.2.1.A and 5.1.A demonstrate expanding ability to differentiate between natural and human characteristics of places
This can be covered in many other areas	GEO.1-4.2.1.B demonstrate deeper knowledge about particular large geographic areas, such as the Sahara Desert, the Amazon rain forest, the Arctic, the Goby Desert, etc.
This can be covered in many other areas	GEO.1-4.2.2.A and 5.1.A begin to understand why some regions are populated by many people, and others – by few, or none
This can be covered in many other areas	GEO.1-4.2.2.B and 5.1.B understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions
This can be covered in many of the History units	GEO.1-4.2.3.A identify characteristics of the lifestyles of peoples who live in particular regions
This can be covered in many of the History units	GEO.1-4.2.3.B understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example)
Grade 1: American History: Early People and Civilizations	GEO.1-4.3.1.A demonstrate understanding that the Earth's climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge
Grade 1: Science: The Earth	GEO. 1-4.3.1.B understand how physical processes from within and without the Earth affect the Earth's surface and climate
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.A demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life
Grade 1: Science: Living Things and Their Environments	GEO. 1-4.3.2.B demonstrate understanding of the ability of plants, animals, and humans to adapt to living in various and changing environments
This can be covered in many of the History units	GEO. 1-4.3.2.C describe the environment of the area where they live and areas they have visited or heard about, or have studied about
This can be covered in many other areas	GEO.1-4.4.1.A discuss the countries of origin of their ancestors, and locate them
This can be covered in many other areas	GEO.1-4.4.1.B identify and locate cities with large populations in this country
This can be covered in many other areas	GEO.1-4.4.1.C identify and locate countries with large populations
This can be covered in many other areas	GOE.1-4.4.1.D use maps to describe and explain population densities in parts of the world
This can be covered in many of the History units	GEO.1-4.4.2.A understand a greater number of the elements of culture, and how many of them are shaped by the geography of the regions where people live (recreation, religion, arts, etc.)
This can be covered in many other areas	GEO.1-4.4.3.A identify major economic activities in Colorado and other states, and in other countries
This can be covered in many other areas	GEO.1-4.4.3.B describe economic networks used in daily life, such as transportation, banking, telephone system, etc.
This can be covered in many of the History units	GEO.1-4.4.3.C identify major economic activities in the countries that they have studied about
This can be covered in many other areas	GEO.1-4.4.4.A discuss differences between prehistoric and modern human settlements in this part of the country
This can be covered in many other areas	GEO.1-4.4.4.B discuss differences between rural and urban human settlements
This can be covered in many other areas	GEO.1-4.4.4.C demonstrate understanding of spatial characteristics of parts of the city (residential, central business, recreational, etc.)
This can be covered in many other areas	GEO.1-4.4.5.A understand that today's residents of Colorado/the U.S. are relative newcomers
This can be covered in many other areas	GEO.1-4.4.5.B understand the meaning of country boundaries and why people have created them
Grade 1: Science: Environmental Change and Habitat Destruction	GEO.1-4.5.1.C understand how human activities impact the lives of animals, and of other people
This can be covered in many other areas	GEO.1-4.5.2.A understand that surface relief has a major impact on human activities
	GEO.1-4.5.2.B understand that climatic changes over time bring changes in human habitations and activities
Grade 1: Science: The Earth and Grade 4: Science: Geology: The Earth and Its Changes	GEO.1-4.5.2.C understand the causes of natural disasters
This can be covered in many of the History units	GEO.1-4.5.3.A understand what kinds of resources are necessary for human existence
This can be covered in many of the History units	GEO.1-4.5.3.B understand that resources are not distributed equally everywhere
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.C understand the difference between renewable and non-renewable resources

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Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.D begin to understand that existing resources are not unlimited, and will not last forever
This can be covered in many other areas	GEO.1-4.5.3.E begin to understand that, as some resources are depleted, people develop technologies to use different resources
Kindergarten: Science: Taking Care of the Earth	GEO.1-4.5.3.F understand the need for careful management of resources
This can be covered in many other areas	GEO.1-4.5.3.G understand the need for exploration for new resources
This can be covered in many of the History units	GEO.1-4.6.1.B understand that changing environments have influenced and are influencing people and events in the past and present
This can be covered in many of the History units	GEO.1-4.6.1.C use maps to describe the human and environmental factors that have marked the history of various regions
This can be covered in many other areas	GEO.1-4.6.2.A observe and describe community issues from a spatial perspective: the building of new houses in the neighborhood, heavy traffic, etc.
This can be covered in many other areas	GEO.1-4.6.2.B explain how human-induced factors can change the environment (development versus conservation)
This can be covered in many other areas	GEO.1-4.6.2.C compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.1 Describe what school and the community might be like without a constitution and government
Grade 4: American History: Making a Constitutional Government	CIV.3.1.2 Define "limited" and "unlimited" government and explain why the power of a government should be limited
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.3 Write the names of three rights protected by the Colorado Constitution
Grade 2: American History: The Constitution and Grade 4: American History: Making a Constitutional Government	CIV.3.1.5 Compare the similarities and differences between the U.S. Constitution and Grade 3 rights and responsibilities
Grade 4: American History: Making a Constitutional Government	CIV.3.2.1 Define "tax" and give examples of state and national taxes
This can be covered in many other areas	CIV.3.2.2 I identify different kinds of decisions (individual and group) made in a school, e.g.: policy regarding soda pop being sold; choices for lunch; taking a field trip or picnic
Grade 4: American History: Making a Constitutional Government	CIV.3.2.3 Explain three types of laws – juvenile, criminal, and civil
Grade 4: American History: Making a Constitutional Government	CIV.3.2.4 Describe how the criteria for a good law are developed, i.e.: discussing, debating, and voting on what is fair, reasonable, and enforceable
This can be covered in man other areas	CIV.3.3.1 Explain a current event involving the U.S. and another country in the Western Hemisphere
This can be covered in man other areas	CIV.3.3.2 Explain what a U.S. citizen should possess when traveling in another country, e.g.: passport, visa, currency, immunization, and embassy information
This can be covered in man other areas	CIV.3.3.3 Learn about the United Nations, and explain what UNI CEF does around the world
This can be covered in man other areas	CIV.3.4.1 Describe how a school T-shirt is a symbol of school citizenship
This can be covered in man other areas	CIV.3.4.2 Sing and explain the meaning of the National Anthem
This can be covered in man other areas	CIV.3.4.3 Explain how the school's canned food drive for the needy expresses responsibilities of good citizens
This can be covered in man other areas	CIV.3.4.4 Define and give an example of a "good public servant"
Core Knowledge® Content (Visual Arts-Grade 3)	Colorado Grade Level Expectations (Grade 3-Visual Arts)
I. Elements of Art	
A. Light	
▪	3.18 Recognize some Elements and Principles of design in a work of art. (S=5)
B. Space in Artworks	
▪	
▪	
▪	3.8.E Recognize and apply the Elements of Art: Space (Types-actual and implied; Concepts-overlapping, object size,

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	positive and negative, empty and full, close and far, point of view-foreground, middleground, background, composition) 3.9 Create a two-dimensional artwork that demonstrates an understanding of depth (e.g. foreground, middleground, background) (S=3) 3.10 Construct a three-dimensional piece of artwork using found objects. (S=3) 3.18 Recognize some Elements and Principles of design in a work of art. (S=5)
C. Design: How the Elements of Art Work Together	
▪	3.7 Recognize and apply the Principles of Design: Contrast, Rhythm (regular, random, alternating), Repetition, Pattern (simple and complex), Proportion (size relationships), Balance (symmetry)
▪	3.14 Make observations about the lives and times of artists by looking at their work. (S=4) 3.16 Become familiar with names of artists and examples of their work. (S=4) 3.18 Recognize some Elements and Principles of design in a work of art. (S=5) 3.19 Distinguish between realistic or non-realistic art. (S=5)
II. American Indian Art	
▪	3.15 Describe how art is a historical record. (S=4)
III. Art of Ancient Rome and Byzantine Civilization	
▪	
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This can be covered in many other areas	3.1 Recognize that artists apply innovative solutions to solve visual problems. (S=1)
This can be covered in many other areas	3.2 Create a work of art based upon an interpretation of a sensory experience. (S=1)
This can be covered in many other areas	3.3 State the rationale for the choices or options selected in resolving the artistic problem. (S=1)
This can be covered in many other areas	3.4 Recognize that there are various solutions to a single art problem. (S=1)
This can be covered in many other areas	3.5 Create art to communicate real and imaginary sources. (S=1)
Grade 3: Language Arts: Fiction	3.6 Create works of art inspired by spoken and written stories and poems. (S=1)
Grade 2: Visual Arts: Elements of Art	3.8.A Recognize and apply the Elements of Art: Lines (Types-straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, contour, horizon; Variation-width and length, depth, thick and thin)
Grades 1 and 2: Visual Arts: Elements of Art	3.8.B Recognize and apply the Elements of Art: Shape (Types-geometric-square, circle, rectangle, oval, triangle; organic shapes-free- form, open and closed, simple and complex)
This can be covered in many other areas	3.8.C Recognize and apply the Elements of Art: Form (Types-geometric, sphere, organic; Variation-length, width, depth, thick and thin, simple and complex)
Grade 1: Visual Arts: Elements of Art	3.8.D Recognize and apply the Elements of Art: Texture (Types-visual and tactile; Variation-rough, smooth, hard, soft)
This can be covered in many other areas	3.8.F Recognize and apply the Elements of Art: Color (Types-primary, secondary, intermediate, neutral; Schemes-complementary, warm and cool; Concepts-color wheel, hue, opaque, transparent)
This can be covered in many other areas	3.8.G Recognize and apply the Elements of Art: Value (Types-light, medium and dark)
This can be covered in many other areas	3.11 Explore different techniques and materials to create a weaving. (S=3)
This can be covered in many other areas	3.12 Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves, and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
This can be covered in many other areas	3.13 Describe artworks with a similar theme from different time periods. (S=4)
Grades 1 and 2: Visual Arts: Kinds of Pictures	3.17 I identify themes in art such as portraits, landscapes, and still lives. (S=4)
This can be covered in many other areas	3.20 Use selected criteria as the basis of making judgments about works of art. (S=5)
This can be covered in many other areas	3.21 Develop and describe personal reasons for valuing works. (S=5)
Core Knowledge® Content (Music-Grade 3)	Colorado Grade Level Expectations (Grade 3-Music)
I. Elements of Music	

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▪	3.1 sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range (S1) 3.2 sing and play a melodic ostinato (S1) 3.5 read, notate, and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, half rests, whole notes, and whole rests (S1, S2) 3.6 demonstrate the ability to follow and perform a notated rhythmic pattern (S1, S4) 3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.9 create a short composition that shows contrasts in tempo, dynamics, or timbre (S3)
▪	3.5 read, notate, and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, half rests, whole notes, and whole rests (S1, S2)
II. Listening and Understanding	
A. The Orchestra	
▪	3.10 sort instruments into families, using pictures of instruments from varied cultures (S4, S5)
▪	3.4 watch the conductor (S1) 3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.10 sort instruments into families, using pictures of instruments from varied cultures (S4, S5) 3.11 listen and respond to the music and the life of a composer and/or musical performer (S4, S5)
▪	3.4 watch the conductor (S1) 3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.10 sort instruments into families, using pictures of instruments from varied cultures (S4, S5) 3.11 listen and respond to the music and the life of a composer and/or musical performer (S4, S5)
B. Composers and Their Music	
▪	3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5) 3.11 listen and respond to the music and the life of a composer and/or musical performer (S4, S5)
C. Musical Connections	
▪	3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
III. Songs	
▪	3.8 sing, play, and move to music from different traditions and cultures (S1, S4, S5)
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas	3.3 play two-chord songs on chording instruments as accompaniments to classroom singing (S1)
This can be covered in many other areas	3.7 demonstrate through movement the return of the A section in rondo form
This can be covered in many other areas	3.12 demonstrate appropriate audience behavior (S5)
Core Knowledge[®] Content (Mathematics-Grade 3)	Colorado Grade Level Expectations (Grade 3-Mathematics)
I. Numbers and Number Sense	
▪	3.1.2.A read and write numerals from 0 to 10,000 in meaningful contexts 3.1.2.B read and write the number words for selected numbers from zero to one thousand
▪	3.1.2.C order according to place value (for example, given 9 ones, 5 tens, 4 hundreds, and 7 thousands, the student can write the number 7,459; given the number 7,459, the student can show 7 thousands, 4 hundreds, 5 tens, and 9 ones) 3.1.2.D identify place value through ten thousands (for example, in 86,243, '6' is in the thousands place)
▪	3.1.1.B apply equalities and inequalities with whole numbers from 0 to 10,000 using the symbols =, <, > 3.1.3.C sequence selected whole numbers from 0 to 10,000
▪	3.1.3.A count forward from any even number by 2's; and from any number by 10's and 100's (for example, 216, 316, 416, 516, ...)

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▪	3.1.2.E write four-digit numbers in expanded form (for example, $7,459 = 7,000 + 400 + 50 + 9$)
▪	3.1.3.D locate and label $\frac{1}{2}$'s and multiples of $\frac{1}{4}$'s between whole numbers on the number line
▪	3.1.3.B use ordinal positions for selected whole numbers greater than thirty-first
▪	3.1.1.A using objects and pictures, represent whole numbers including odds and evens from 0 to 10,000
▪	3.1.5.A estimate sums and differences first by rounding to the nearest ten and hundred prior to performing the operation and, then, using the estimate to determine the reasonableness of the solution 3.1.5.B estimate products by rounding to the nearest ten prior to performing the operation, and then using the estimate to determine the reasonableness of the solution
▪	
▪	
▪	
▪	3.3.1.A select the appropriate type of graph to use in various problem-solving situations 3.3.1.C use a computer to create bar and circle graphs
▪	3.3.1.B collect and display data using surveys, tallies, bar graphs, dot plots, pictographs, or tables 3.3.3.B analyze the results of rolling a number cube 3.3.4.A determine the number of outcomes when rolling a number cube
II. Fractions and Decimals	
▪	
▪	
▪	
▪	
▪	3.1.1.C using concrete materials (for example, fraction strips), compare and order fractions with like denominators, such as halves, thirds, fourths, eighths, and tenths
▪	
▪	
III. Money	
▪	
▪	3.1.1.E using concrete materials, make change up to \$1.00
▪	3.6.2.B using coins as models, add and subtract decimals in which sums and differences may exceed \$1.00
▪	
IV. Computation	
A. Addition	
▪	3.6.3.C continue automatic recall of basic addition and subtraction facts
▪	3.1.5.A estimate sums and differences first by rounding to the nearest ten and hundred prior to performing the operation and, then, using the estimate to determine the reasonableness of the solution 3.6.4.A use estimation techniques such as front-end rounding, rounding, and compatible numbers (numbers whose sum is 10, 100, 100, 1,000, . . .) before performing operations
▪	
▪	3.6.1.A using concrete materials, demonstrate and verbally explain addition and subtraction of whole numbers with regrouping for up to four-digit numbers 3.6.4.B using paper-and-pencil, demonstrate the four basic operations of whole numbers including: a) addition and subtraction of four digits, b) multiplication of two digits by one digit, regrouping included, and c) division of two digits by a one-digit divisor obtaining one-digit quotients

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B. Subtraction	
▪	3.6.1.D using paper-and pencil, demonstrate the inverse relationship of addition and subtraction of whole numbers
▪	3.6.3.C continue automatic recall of basic addition and subtraction facts
▪	3.1.5.A estimate sums and differences first by rounding to the nearest ten and hundred prior to performing the operation and, then, using the estimate to determine the reasonableness of the solution 3.6.4.A use estimation techniques such as front-end rounding, rounding, and compatible numbers (numbers whose sum is 10, 100, 100, 1,000, . . .) before performing operations
▪	
▪	3.6.1.A using concrete materials, demonstrate and verbally explain addition and subtraction of whole numbers with regrouping for up to four digit numbers 3.6.4.B using paper-and-pencil, demonstrate the four basic operations of whole numbers including: a) addition and subtraction of four digits, b) multiplication of two digits by one digit, regrouping included, and c) division of two digits by a one-digit divisor obtaining one-digit quotients
C. Multiplication	
▪	3.6.3.A demonstrate understanding of basic multiplication and division facts of 1's, 2's, 3's, 5's, and 10's 3.6.3.B demonstrate automatic recall of basic multiplication facts of 1's, 2's, 3's, 5's, and 10's
▪	
▪	3.6.1.B using concrete materials or pictures, demonstrate multiplication with regrouping of whole numbers 3.6.4.B using paper-and-pencil, demonstrate the four basic operations of whole numbers including: a) addition and subtraction of four digits, b) multiplication of two digits by one digit, regrouping included, and c) division of two digits by a one-digit divisor obtaining one-digit quotients
▪	
▪	3.1.5.B estimate products by rounding to the nearest ten prior to performing the operation, and then using the estimate to determine the reasonableness of the solution 3.6.4.A use estimation techniques such as front-end rounding, rounding, and compatible numbers (numbers whose sum is 10, 100, 100, 1,000, . . .) before performing operations
▪	
D. Division	
▪	
▪	
▪	3.6.3.A demonstrate understanding of basic multiplication and division facts of 1's, 2's, 3's, 5's, and 10's
▪	
▪	
▪	3.6.4.B using paper-and-pencil, demonstrate the four basic operations of whole numbers including: a) addition and subtraction of four digits, b) multiplication of two digits by one digit, regrouping included, and c) division of two digits by a one-digit divisor obtaining one-digit quotients
▪	3.6.1.C using concrete materials, demonstrate division of whole numbers with remainders as partitioning of sets
▪	
E. Solving Problems and Equations	
▪	
V. Measurement	
A. Linear Measure	
▪	3.5.5.A select the appropriate units of measurement of time, length, area, capacity, weight, and temperature

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▪	3.5.1.I describe the units for measuring time, length, area, capacity, and temperature 3.5.1.J know the number of seconds in a minute, hours in a day, days in a month, days in a year, pints in a quart, quarts in a gallon, and centimeters in a meter
▪	3.4.3.A measure the sides and perimeters of geometric shapes to the nearest half inch and centimeter
▪	3.5.1.C estimate and measure the length of objects 3.5.1.D estimate and measure the perimeter of an object with a string measured in U.S. customary and metric units
B. Weight (Mass)	
▪	3.5.1.G estimate and weigh an object on a balance or scale to the nearest ounce 3.5.2.A compare objects according to the measurable attributes of length, area, capacity, weight , and temperature
▪	3.5.1.G estimate and weigh an object on a balance or scale to the nearest ounce 3.5.5.A select the appropriate units of measurement of time, length, area, capacity, weight, and temperature
▪	
C. Capacity (Volume)	
▪	3.5.1.F estimate and measure the capacity of a container in cups, pints, quarts, gallons, and liters 3.5.5.A select the appropriate units of measurement of time, length, area, capacity, weight, and temperature
▪	3.5.1.J know the number of seconds in a minute, hours in a day, days in a month, days in a year, pints in a quart, quarts in a gallon , and centimeters in a meter
▪	
D. Temperature	
▪	3.5.1.H measure temperatures in both Fahrenheit and Celsius 3.5.5.A select the appropriate units of measurement of time, length, area, capacity, weight, and temperature
▪	
▪	
E. Time	
▪	3.5.1.A tell time to the nearest five minutes, using an analog and digital clock 3.5.5.A select the appropriate units of measurement of time, length, area, capacity, weight, and temperature
▪	3.5.1.B estimate how long a minute is
▪	
▪	
VI. Geometry	
▪	
▪	3.4.2.A identify points, lines, line segments, and rays (rays are covered in 4 th grade)
▪	3.4.2.B recognize and identify hexagons, pentagons, and octagons
▪	3.4.2.C classify angles as obtuse, acute, or right (obtuse and acute angles are covered in 4 th grade)
▪	3.4.3.B measure the area of geometric figures using nonstandard units 3.5.1.E estimate and measure areas using nonstandard units 3.5.5.A select the appropriate units of measurement of time, length, area, capacity, weight, and temperature
▪	3.4.1.A compare similarities and differences between the concepts of similarity and congruence (more in depth in 5 th grade) 3.4.1.B make a pattern by rotating, flipping, and sliding a two-dimensional figure 3.4.1.C identify lines of symmetry of regular hexagons, pentagons, and octagons 3.4.4.D investigate and predict the geometric figures that result from cutting along a line of symmetry
▪	3.4.2.G identify cubes, spheres, cylinders, cones, and pyramids 3.4.2.H build cubes (for example, with marshmallows and toothpicks) and spheres (for example, soap bubbles)

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Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
Grade 2: Mathematics: Money	3.1.1.D demonstrate different combinations of coins for change (for example, 52¢ = 2 quarters and 2 pennies)
Grade 4: Mathematics: Numbers and Number Sense	3.1.3.E locate and label a point in the first quadrant of the coordinate plane (for example, locates the point (11,15))
Grade 1: Mathematics: Computation and Grade 5: Mathematics: Computation	3.1.4.A verify the commutative and associative properties of addition and multiplication of whole numbers
Grade 2: Mathematics: Computation	3.1.4.B verify the multiplication properties of zero and one with whole numbers
Grade 1: Mathematics: Patterns and Classification and Grade 2: Mathematics: Numbers and Number Sense	3.2.1.A reproduce, extend, create, and describe patterns, such as in common fractions, geometric shapes, money, measurement, addition, subtraction, and multiplication facts
Grade 1: Mathematics: Patterns and Classification and Grade 2: Mathematics: Numbers and Number Sense	3.2.1.B find missing elements of patterns and multiples
Grade 4: Mathematics: Numbers and Number Sense	3.2.2.A given data, extend a table and plot points on a coordinate plane
Grade 1: Mathematics: Computation and Grade 5: Mathematics: Computation	3.2.3.A identify a rule using addition or subtraction and solve a problem using the rule
This can be covered in many areas	3.2.4.A determine how the changes in one variable affects the change in the other by addition or subtraction
This can be covered in many areas (History)	3.3.1.D use a timeline to display a sequence of events
Grade 6: Mathematics: Probability and Statistics	3.3.2.A determine the median and mode from a data set
Grade 5: Mathematics: Probability and Statistics	3.3.2.B using various displays of data, interpret and draw conclusions
Grade 5 and 6: Mathematics: Probability and Statistics	3.3.3.A use survey data to make a prediction from various displays of data
Grade 5 and 6: Mathematics: Probability and Statistics	3.3.3.C predict the most likely outcome from spinners
Grade 5 and 6: Mathematics: Probability and Statistics	3.3.3.D analyze the fairness of different spinners
This can be covered in many areas	3.3.4.B using manipulatives or pictures, determine the possible combinations of matching a set containing two elements with a set containing three elements
Grade 4: Mathematics: Geometry	3.4.2.D draw obtuse, acute, and right angles
This can be covered in many areas	3.4.2.E compare what is the same and what is different between two)dimensional figures and three)dimensional figures
This can be covered in many areas	3.4.2.F draw rectangles and squares on a coordinate plane and identify the vertices with coordinates
This can be covered in many areas	3.4.4.A draw a picture or diagram to solve a problem (for example, use a number line to locate one half)
This can be covered in many areas	3.4.4.B investigate and predict geometric shapes by combining and subdividing groups of pattern blocks
This can be covered in many areas	3.4.4.C investigate and predict the result of changing the lengths of sides of polygons
This can be covered in many areas	3.5.2.B order objects according to the measurable attributes of length, area, capacity, weight, and temperature
This can be covered in many areas	3.5.2.C compare and order various times
Grade 1: Mathematics: Measurement	3.5.4.A use familiar objects as referents for measurement (for example, the width of the index fingernail equals approximately one centimeter; ten pennies weigh approximately an ounce)
This can be covered in many areas	3.6.1.E using paper-and pencil, demonstrate multiplication of whole numbers as repeated addition
Grade 4: Mathematics: Fractions and Decimals	3.6.2.A using concrete materials, demonstrate addition and subtraction of proper fractions with common denominators of ten or less
This can be covered in many areas	3.6.3.D use a multiplication facts table to locate all factors for a particular product (for example, 6 = 1 x 6, 6 = 2 x 3, . . .)
This can be covered in many areas	3.6.5.A given a real)world problem)solving situation, use the correct operation (addition, subtraction, or multiplication) and appropriate method (mental arithmetic, estimation, paper)and)pencil, calculator, or computer) to solve the problem
This can be covered in many areas	3.6.5.B determine from real)world problems whether an estimated or exact sum, difference, or product is acceptable
Core Knowledge® Content (Science-Grade 3)	Colorado Grade Level Expectations (Grade 3-Science)
I. Introduction to Classification of Animals	
■	3.3.D identify characteristics of plants and animals that allow them to live in specific environments, also covered in

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	Grade 1: Science: Living Things and Their Environments
II. The Human Body	
A. The Muscular System	
▪	3.3.E recognize that the human body is made up of systems with structures and functions that are related and serve different functions in growth and survival, also covered in Grade 1: Science: The Human Body: Body Systems, Grade 2: Science: The Human Body, and in subsequent grade levels
B. The Skeletal System	
▪	3.3.E recognize that the human body is made up of systems with structures and functions that are related and serve different functions in growth and survival, also covered in Grade 1: Science: The Human Body: Body Systems, Grade 2: Science: The Human Body, and in subsequent grade levels
C. The Nervous System	
▪	3.3.E recognize that the human body is made up of systems with structures and functions that are related and serve different functions in growth and survival, also covered in Grade 1: Science: The Human Body: Body Systems, Grade 2: Science: The Human Body, and in subsequent grade levels
D. Vision: How the Eye Works	
▪	
E. Hearing: How the Ear Works	
▪	
III. Light and Optics	
▪	3.2.E predict which materials will reflect, which will absorb, and which will transmit light (e.g. glass, clear plastic, paper)
IV. Sound	
▪	
▪	
▪	
▪	3.2.G predict the pitch of a sound compared to the size of the instrument
▪	
▪	
▪	
V. Ecology	
▪	3.3.B recognize that all organisms cause and respond to changes in their environment 3.3.D identify characteristics of plants and animals that allow them to live in specific environments
▪	
▪	3.3.C describe and draw food chains
▪	
▪	
▪	
VI. Astronomy	
▪	
▪	
▪	
▪	3.4.A recognize that the sun is a principle source of Earth's heat and light and is a major factor in weather systems 3.6.B know that a model of something is different from the real thing, but can be used to learn something about the

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	real thing
▪	3.4.A recognize that the sun is a principle source of Earth's heat and light and is a major factor in weather systems 3.4.F know that every 24 hours, the Earth makes a full rotation on its axis which cause the day and night cycle
▪	
▪	
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▪	
VII. Science Biographies	
▪	3.5.A list some major inventions in the 19 th century and compare them to the major inventions in the 20 th century
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Standards not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas, see note to teachers above	3.1.1.A predict what is missing and what will come next in sequences of objects and events and test his/her predictions
This can be covered in many other areas, see note to teachers above	3.1.1.B seek evidence to support ideas by asking, "How does it work?" "How do we know?" "Why?"
This can be covered in many other areas, see note to teachers above	3.1.1.C predict the outcome of a simple investigation and compare the result to the prediction
This can be covered in many other areas, see note to teachers above	3.1.1.D select and explore the use and accuracy of a variety of measuring devices
Grade 3: Mathematics: Numbers and Number Sense	3.1.1.E demonstrate alternate ways to display data
This can be covered in many other areas, see note to teachers above	3.1.1.F search for information from multiple sources
This can be covered in many other areas, see note to teachers above	3.1.1.G explain and discuss various influences affecting observations and interpretations
This can be covered in many other areas, see note to teachers above	3.1.1.H use numerical data in describing and comparing objects, events, and measurements
This can be covered in many other areas, see note to teachers above	3.1.1.I seek evidence to support opinions, statements, and conclusions
Grade 3: Mathematics: Measurement	3.2.A measure common physical properties of objects (e.g. length, mass, volume, temperature)
Grade 6: Science: Heat, Energy, and Heat Transfer	3.2.B investigate that heat can be produced in many ways (e.g. burning, rubbing, mixing one substance with another)
Grade 6: Science: Heat, Energy, and Heat Transfer	3.2.C identify and consider a variety of methods that produce heat by friction (e.g. rubbing hands together, rubbing pieces of metal together, shaking sand in a can)
Grade 1: Science: Introduction to Magnetism, Grade 2: Science: Magnetism, Grade 4: Science: Electricity	3.2.D identify characteristics of conductive materials and of insulative materials
Grade 2: Science: Simple Machines	3.2.F identify simple machines (e.g. lever, pulley, incline plane, wedge, gears)
Grade 4: Chemistry: Properties of Matter	3.2.H investigate the properties of oil and water and why they do not mix (simple introduction to density)
Grade 2: Science: Cycles of Nature: Life Cycles	3.3.A describe how plants and animals have life cycles (e.g. birth, growth, reproduction, and death)
Grade 4: Science: Meteorology	3.4.B describe natural processes that change the Earth's surface (e.g. erosion, weathering)
Grade 2: Science: Cycles in Nature: The Water Cycle, Grade 4: Science: Meteorology	3.4.C collect and record weather condition data (e.g. temperature, amount of cloud cover, rainfall)
Grade 2: Science: Cycles in Nature: The Water Cycle, Grade 4: Science: Meteorology	3.4.D draw a picture illustrating how water cycles in nature

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Grade 1: Science: Oceans, Grade 2: Science: Cycles in Nature: The Water Cycle	3.4.E identify and describe the states water can be found on Earth (glaciers, oceans, clouds)
This can be covered in many other areas, see note to teachers above	3.5.B know that people have always invented new ways to solve problems and get work done; these new inventions affect all aspects of life
This can be covered in many other areas, see note to teachers above	3.5.C invent a new device and communicate the problem, design, and solution
This can be covered in many other areas, see note to teachers above	3.6.A know that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments