		TH	HIRD GRADE Reading Standards for the Archdiocese of Detroit
		*Provide 3	dates for each standard
Initial	Date(s)	Key Ideas (and Details
		R.L.3.1	 Ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers.
		R.L.3.2	Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it
			is conveyed through key details in the text.
		R.L.3.3	 Identify and describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions and attitudes contribute to the sequence of events).
		R.L.3.4	Activate prior knowledge.
		R.L.3.5	Connect personal knowledge and experiences to ideas in the text. Make text-to-self and text-to-text comparisons.
		Craft and S	Structure
		R.L.3.6	• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
		R.L.3.7	• Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		R.L.3.8	Distinguish their own point of view from that of the narrator or those of the characters.
		R.L.3.9	Identify and describe a variety of narrative genre including: folktales, fables, realistic fiction.
		R.L.3.10	• Explain how authors use literary devices (prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of texts.
		R.L.3.11	 Identify, discuss, and compare both concrete and abstract elements of text: setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological, political and spiritual implications.
		Integration	n of Knowledge and Ideas
		R.L.3.12	• Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		R.L.3.13	• Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series).
		R.L.3.14	Map story elements across texts.
		Range of R	Reading and Level of Text Complexity

R.L.3.15	Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, commerciaing
R.L.3.16	 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning: decoding unknown words; use graphic organizers to deepen understanding of problem and solution and organizational pattern.
R.L.3.15-7	Read and comprehend literature, including stories, dramas, and poetry, at the third grade text level complexity independently and proficiently.
INFORMATI	ON TEXT
Key Ideas ar	nd Details
R.I.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
R.I.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
R.I.3.3	• Describe the relationships and patterns 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, cause/effect, problem/solution, and description.
Craft and St	ructure
R.I.3.4	Identify and describe a variety of informational genre: such as textbooks, encyclopedia, magazine, and other digital media sources.
R.I.3.5	• Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
R.I.3.6	• Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently).
R.I.3.7	Distinguish personal point of view from that of the author's text.
R.I.3.8	 Explain how authors use titles, headings, and subheadings, timelines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.
Integration	of Knowledge and Ideas
R.I.3.9	• Use information gained from illustrations (e.g., maps, photographs) and the words in the text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
R.I.3.10	• Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
R.I.3.11	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Re	ading and Level of Text Complexity
R.I.3.12	 Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.

R.I.3.13	• Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning: decoding unknown words; use graphic
	organizers to deepen understanding of problem and solution and organizational pattern.
R.I.3.14	 Read and comprehend informational texts, including history/social studies, science, and technical texts, at the third grade text complexity independently and proficiently.
FOUNDATIO	ONAL SKILLS
Phonics and	I Word Recognition
R.F.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
R.F.3.3a	 Identify and know the meaning of the most common prefixes and derivational suffixes.
R.F.3.3b	Decode words with common Latin suffixes.
R.F.3.3c	Decode multi-syllable words.
R.F.3.3d	Read grade-appropriate irregularly spelled words.
Fluency	
R.F.3.4	Read with sufficient accuracy and fluency to support comprehension.
R.F.3.4a	Read grade-level text with purpose and understanding.
R.F.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
R.F. 3.4c	 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.F.3.4d	Apply pauses and emphasis, punctuation cues, and intonation.
R.F.3.5	Recognize identified grade level specific words and sight words while reading grade level text.
R.F.3.5a	Determine the meaning of words and phrases in context (synonyms, homonyms, multiple meaning words) using strategies and resources
	(context clues, concept mapping, dictionary)
R.F.3.5b	Use structural, semantic syntactic, and context cues to automatically read frequently encountered words, decode unknown words and
	decide meaning including multiple word meanings.
Text Types a	and Purposes
 W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
 W.3.1a	Introduce the topic or text about which they are writing, state an opinion, and create an organizational structure that lists reasons.
 W.3.1b	Provide reasons that support the opinion.
W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
W.3.1d	Provide a concluding statement or section.
W.3.2	Write informative/explanatory pieces or texts (personal essay, directions) to examine a topic and convey ideas and information clearly.
W.3.2a	Introduce a topic and group related information together/ include illustrations when useful to aiding comprehension.

W.3.2b	Write with an audience in mind, proper organization, elaboration and clarification.
W.3.2c	Develop the topic with facts, definitions, and details.
W.3.2d	• Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2e	Provide a concluding statement or section.
W.3.3	• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, personification, setting, and
	clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences, reveal character traits, and develop events or show
	the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
W.3.4	Write expository pieces (news story, article, magazine article) giving facts and details about a topic.
W.3.5	Write persuasive pieces (book review, radio ad, poster) with audience in mind, proper organization, elaboration and clarification.
W.3.6	• Write descriptive pieces (compare/contrast, introductory speech) with a clear detailed picture of a person, place, thing, or event.
W.3.7	Write reports demonstrating the understanding of central ideas and supporting details using an effective organizational pattern
	(problem/solution) with a title, heading, subheading, and a table of contents.
W.3.8	Write prayers using drawings, words, word-like clusters, and/or sentences as support.
W.3.9	Use the writing process to produce and present a research project: beginning with teacher-selected topic, initiating research questions from
	content area text, using a variety of resources to gather and organize information.
Production	and Distribution of Writing
W.3.10	With guidance and support from adults, produce writing in which development and organization are appropriate to task and purpose.
W.3.11	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.12	• 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.
W.3.13	Set a purpose, consider audience, and replicate author's styles and patterns when writing narrative or informational text.
W.3.14	• Apply a variety of pre-writing strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams)
	in order to generate, sequence, and structure ideas (sequence for beginning, middle, end; problem/solution; compare/contrast, cause/effect).
W.3.15	Write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.
Research to	Build and Present Knowledge
W.3.16	Conduct short research projects that build knowledge about a topic.

W.3.17	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Range of	Writing
W.3.18	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (in a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences).
Personal	Style
W.3.19	• Exhibit individual style and voice to enhance the written message (in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage.)
Handwrit	ing
W.3.20	Continue developing cursive handwriting and use in all writing by the end of the school year.
SPEAKIN	G AND LISTENING
Compreh	ension and Collaboration
S.L.3.1	• 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.
S.L.3.1a	 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
S.L.3.1b	• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
S.L.3.1c	• Ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.
S.L.3.1d	Explain individual ideas and understanding in light of the discussion.
S.L.3.2	• Adjust the use of language to communicate effectively with a variety of audiences and for different purposes (information, requests, discussion, presentations, playground, class room interactions).
S.L.3.3	• Determine the main ideas and supporting details of multiple texts that are read aloud or information presented in diverse media and format, including visually, quantitatively, and orally.
S.L.3.4	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
S.L.3.5	Constructively and specifically respond orally to the speaking and writing of others.
S.L.3.6	• Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (mistakes, misspeaks) in the media.
S.L.3.7	• Discern and reflect on virtuous perspectives regarding viewing habits (ex. movies, television, other media sources) that are in line with Catholic

	Social Teachings and use in conversations with others.
Presentation	n of Knowledge and Ideas
S.L.3.8	• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an
	understandable pace.
S.L.3.9	• Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace add visual displays when
	appropriate to emphasize or enhance certain facts or details.
S.L.3.10	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
S.L.3.11	Express time relationships using correct verb tenses.
S.L.3.12	• Explore and use language to communicate effectively with a variety of audiences and for different purposes: questions and answers,
	discussions, social interactions, and prayer.
S.L.3.13	Be aware that language is to be used in appropriate and respectful ways.
Oral Prayer	
S.L.3.14	Engage in daily spoken prayers while maintaining appropriate posture, gestures and eye contact.
LANGUAGE	
Conventions	of Standard English
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1a	• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	Form and use regular and irregular plural nouns.
L.3.1c	 Use abstract nouns (e.g., childhood).
L.3.1d	Form and use regular and irregular verbs.
L.3.1e	• Form and use the simple verb tenses (I walked, I walk, I will walk).
L.3.1f	 Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	 Produce simple, compound, and complex sentences.
L.3.2	• Identify and use subjects and verbs that are in agreement; past, verb tenses, nouns and possessives; proper nouns, pronouns and modifiers.
L.3.3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.4	Identify and use commas in a series and begin use of quotation marks and capitalization in dialogue.
L.3.4a	Capitalize appropriate words in titles.
L.3.4b	Use commas in addresses.

L.3.4c	Use commas and quotation marks in dialogue.
L.3.4d	Form and use possessives.
L.3.5	 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
L.3.5a	 Use spelling patterns and generalizations (e.g., word families, position-bases spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.5b	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.3.5.c	 Spell frequently encountered words (multisyllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly.
KNOWLEDG	ie of language
L.3.6	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.6a	Choose words and phrases for effect.
L.3.6b	Recognize and observe differences between the conventions of spoken and written standard English.
VOCABULAI	RY ACQUISITIONS AND USE
L.3.7	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on third grade reading and content, choosing flexibly from a range of strategies.
L.3.7a	 Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.7b	• Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
L.3.7c	• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company/companion</i>).
L.3.7d	 Determine the meaning of words and phrases in context (synonyms, antonyms, homonyms, multiple meaning words) using strategies and resources.
L.3.7e	• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L3.8	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L3.8a	 Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
L3.8b	 Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).
L3.8c	 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
L3.9	• 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).



THIRD GRADE

Reading Standards for the Archdiocese of Detroit

Key Ideas and Details		
R.L.3.1	• Ask and answer questions to demonstrate an understanding of a text, referring	
	explicitly to the text as the basis for the answers.	
R.L.3.2	• Recount stories, including fables, folktales, and myths from diverse cultures;	
	determine the central message, lesson, or moral and explain how it is conveyed	
	through key details in the text.	
R.L.3.3	• Identify and describe characters in a story (e.g., their traits, motivations, or	
	feelings) and explain how their actions and attitudes contribute to the sequence of	
	events).	
R.L.3.4	Activate prior knowledge.	
R.L.3.5	• Connect personal knowledge and experiences to ideas in the text. Make text-to-	
	self and text-to-text comparisons.	
Craft and Str	ructure	
R.L.3.6	• Determine the meaning of words and phrases as they are used in a text,	
	distinguishing literal from nonliteral language.	
R.L.3.7	• Refer to parts of stories, dramas, and poems when writing or speaking about a	
	text, using terms such as chapter, scene, and stanza; describe how each successive	
	part builds on earlier sections.	
R.L.3.8	• Distinguish their own point of view from that of the narrator or those of the	
	characters.	
R.L.3.9	• Identify and describe a variety of narrative genre including: folktales, fables,	
	realistic fiction.	
R.L.3.10	• Explain how authors use literary devices (prediction, personification, point of	
	view) to develop a story level theme, depict the setting, and reveal how thoughts	
D I 2 11	and actions convey important character traits across a variety of texts.	
K.L.3.11	• Identify, discuss, and compare both concrete and abstract elements of text:	
	message and psychological political and spiritual implications	
Integration of	f Knowledge and Ideas	
BI312	• Explain how specific aspects of a text's illustrations contribute to what is	
N.L.J.12	\sim Explain now specific aspects of a text s must atoms contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a	
	character or setting).	
R.L.3.13	• Compare and contrast themes settings and plots of stories written by the same	
	author about the same or similar characters (e.g., books from a series).	
R.L.3.14	• Map story elements across texts.	
Range of Rea	iding and Level of Text Complexity	
R.L.3.15	• Self-monitor comprehension when reading or listening to texts by automatically	
	using strategies used by mature readers to increase comprehension: predicting.	
	constructing mental images, representing ideas in text, questioning, rereading or	
	listening again, inferring, summarizing.	

DI 2 16	• Dian monitor regulate and evaluate skills strategies and processes to construct
N.L.3.10	• Flait, monitor, regulate, and evaluate skins, strategies, and processes to construct
	and convey meaning: decoding unknown words; use grapme organizers to deepen
	understanding of problem and solution and organizational pattern.
R.L.3.15-7	• Read and comprehend literature, including stories, dramas, and poetry, at the third
	grade text level complexity independently and proficiently.
INFORMATIO	ON TEXT
Key Ideas an	ad Details
R.I.3.1	• Ask and answer questions to demonstrate understanding of a text, referring
	explicitly to the text as the basis for the answers.
R.I.3.2	• Determine the main idea of a text: recount the key details and explain how they
_	support the main idea.
R.I.3.3	• Describe the relationships and patterns between a series of historical events
	scientific ideas or concents, or stens in technical procedures in a text, using
	language that pertains to time sequence cause/effect problem/solution and
	description
Craft and Str	
	Line
л.і. 3. 4	• Identify and describe a variety of informational genre: such as textbooks,
	encyclopedia, magazine, and other digital media sources.
R.I.3.5	• Determine the meaning of general academic and domain-specific words and
	phrases in a text relevant to a grade 3 topic or subject area.
R.I.3.6	• Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate
	information relevant to a given topic efficiently).
R.I.3.7	• Distinguish personal point of view from that of the author's text.
R.I.3.8	• Explain how authors use titles, headings, and subheadings, timelines, prefaces,
	indices, and table of contents to enhance understanding of supporting and key
	ideas.
Integration of	f Knowledge and Ideas
R.I.3.9	• Use information gained from illustrations (e.g., maps, photographs) and the words
	in the text to demonstrate understanding of the text (e.g., where, when, why, and
	how key events occur).
R.I.3.10	• Describe the logical connection between particular sentences and paragraphs in a
	text (e.g. comparison cause/effect first/second/third in a sequence)
RI311	 Compare and contrast the most important points and key details presented in two
1.1.2.11	texts on the same tonic
Range of Red	I ding and Level of Text Complexity
Runge of Rec	 Solf monitor comprehension when reading or listoning to taxts by automatically
1.1.3.12	• Sen-monitor comprehension when reading of fistering to texts by automatically using stratagies used by mature readers to increase comprehension, predicting
	asing sualegies used by mature reducts to increase comprehension. predicting,
	listoning agoin informing summorizing
DI212	nstening again, interring, summarizing.
к.1.3.13	• Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct
	and convey meaning: decoding unknown words; use graphic organizers to deepen
	understanding of problem and solution and organizational pattern.
R.I.3.14	• Read and comprehend informational texts, including history/social studies,
	science, and technical texts, at the third grade text complexity independently and

	proficiently.			
FOUNDATIONAL SKILLS				
Phonics and Word Recognition				
R.F.3.3	• Know and apply grade-level phonics and word analysis skills in decoding words.			
R.F.3.3a	• Identify and know the meaning of the most common prefixes and derivational			
	suffixes.			
R.F.3.3D	• Decode words with common Latin suffixes.			
R.F.3.3C	Decode multi-syllable words.			
R.F.3.3d	Read grade-appropriate irregularly spelled words.			
Fluency				
R.F.3.4	• Read with sufficient accuracy and fluency to support comprehension.			
R.F.3.4a	Read grade-level text with purpose and understanding.			
R.F.3.4b	• Read grade-level prose and poetry orally with accuracy, appropriate rate, and			
	expression.			
R.F. 3.4c	• Use context to confirm or self-correct word recognition and understanding,			
D 5 2 4 1	rereading as necessary.			
R.F.3.40	• Apply pauses and emphasis, punctuation cues, and intonation.			
K.F.3.5	• Recognize identified grade level specific words and sight words while reading grade level text.			
R.F.3.5a	• Determine the meaning of words and phrases in context (synonyms,			
	homonyms, multiple meaning words) using strategies and resources (context			
	clues, concept mapping, dictionary)			
R.F.3.5b	• Use structural, semantic syntactic, and context cues to automatically read			
	frequently encountered words, decode unknown words and decide meaning			
	including multiple word meanings.			
Text Types a	nd Purposes			
W.3.1	• Write opinion pieces on topics or texts, supporting a point of view with reasons.			
W.3.1a	• Introduce the topic or text about which they are writing, state an opinion, and			
	create an organizational structure that lists reasons.			
W.3.1b	Provide reasons that support the opinion.			
W.3.1c	• Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>)			
W 2 4 -	to connect opinion and reasons.			
W.3.1d	Provide a concluding statement or section.			
W.3.2	• Write informative/explanatory pieces or texts (personal essay, directions) to examine a topic and convey ideas and information clearly			
W 3 2a	 Introduce a topic and group related information together/include illustrations 			
VI.5.24	when useful to aiding comprehension.			
W.3.2b	Write with an audience in mind, proper organization, elaboration and			
	clarification.			
W.3.2c	• Develop the topic with facts, definitions, and details.			
W.3.2d	• Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect			
	ideas within categories of information.			
W.3.2e	Provide a concluding statement or section.			
W.3.3	• Write narratives to develop real or imagined experiences or events using effective			

	technique, descriptive details, personification, setting, and clear event sequences.
W.3.3a	• Establish a situation and introduce a narrator and/or characters; organize an
	event sequence that unfolds naturally.
W.3.3b	• Use dialogue and descriptions of actions, thoughts, and feelings to develop
	experiences, reveal character traits, and develop events or show the response
	of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
W.3.4	• Write expository pieces (news story, article, magazine article) giving facts and
	details about a topic.
W.3.5	• Write persuasive pieces (book review, radio ad, poster) with audience in mind,
W 2 C	proper organization, elaboration and clarification.
VV.3.0	• Write descriptive pieces (compare/contrast, introductory speech) with a clear detailed pieture of a person place thing or event
\A/ 2 7	Write reports demonstrating the understanding of central ideas and supporting
VV.5.7	• Write reports demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (problem/solution) with a title
	beading subheading and a table of contents
W 3 8	Write provers using drawings words word like clusters and/or sentences as
W.S.0	support.
W.3.9	• Use the writing process to produce and present a research project: beginning with
	teacher-selected topic, initiating research questions from content area text, using a
	variety of resources to gather and organize information.
Production a	nd Distribution of Writing
W.3.10	• With guidance and support from adults, produce writing in which development
	and organization are appropriate to task and purpose.
W.3.11	• With guidance and support from peers and adults, develop and strengthen writing
	as needed by planning, revising, and editing.
W.3.12	• 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.
W.3.13	• Set a purpose, consider audience, and replicate author's styles and patterns when
	writing narrative of informational text.
VV.3.14	• Apply a variety of pre-writing strategies for both narrative and informational text (graphic organizars such as story maps, webs, Vann diagrams) in order to
	generate sequence and structure ideas (sequence for beginning middle end:
	problem/solution: compare/contrast_cause/effect)
W.3.15	 Write sentences varying in patterns and length to slow down or speed up reading
1110110	and create a mood when drafting a story.
Research to	Build and Present Knowledge
W.3.16	• Conduct short research projects that build knowledge about a topic.
W.3.17	• Recall information from experiences or gather information from print and digital
	sources; take brief notes on sources and sort evidence into provided categories.
Range of Wr	iting
W.3.18	• Write routinely over extended time frames (time for research, reflection, and

	revision) and shorter time frames (in a single sitting or a day or two) for a range
	of discipline-specific tasks, purposes, and audiences).
Personal Styl	e
W.3.19	• Exhibit individual style and voice to enhance the written message (in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage.)
Handwriting	,,, _,, _
W.3.20	• Continue developing cursive handwriting and use in all writing by the end of the
	school year.
SPEAKING A	ND LISTENING
Comprehensio	on and Collaboration
S.L.3.1	• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
S.L.3.1a	• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
S.L.3.1b	• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
S.L.3.1c	• Ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.
S.L.3.1d	• Explain individual ideas and understanding in light of the discussion.
S.L.3.2	• Adjust the use of language to communicate effectively with a variety of audiences and for different purposes (information, requests, discussion, presentations, playground, class room interactions).
S.L.3.3	• Determine the main ideas and supporting details of multiple texts that are read aloud or information presented in diverse media and format, including visually, quantitatively, and orally.
S.L.3.4	• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
S.L.3.5	• Constructively and specifically respond orally to the speaking and writing of others.
S.L.3.6	• Be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (mistakes, misspeaks) in the media.
S.L.3.7	• Discern and reflect on virtuous perspectives regarding viewing habits (ex. movies, television, other media sources) that are in line with Catholic Social Teachings and use in conversations with others.
Presentation	of Knowledge and Ideas
S.L.3.8	• Report on a topic or text, tell a story, or recount an experience with appropriate
	facts and relevant, descriptive details, speaking clearly at an understandable pace.
S.L.3.9	• Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace add visual displays when appropriate to

	emphasize or enhance certain facts or details.
S.L.3.10	• Speak in complete sentences when appropriate to task and situation in order to
	provide requested detail or clarification.
S.L.3.11	• Express time relationships using correct verb tenses.
S.L.3.12	• Explore and use language to communicate effectively with a variety of audiences
	and for different purposes: questions and answers, discussions, social
	interactions, and prayer.
S.L.3.13	• Be aware that language is to be used in appropriate and respectful ways.
Oral Prayer	
S.L.3.14	• Engage in daily spoken prayers while maintaining appropriate posture, gestures
	and eye contact.
LANGUAGE	
Conventions	of Standard English
L.3.1	• Demonstrate command of the conventions of standard English grammar and
	usage when writing or speaking.
L.3.1a	• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in
	general and their functions in particular sentences.
L.3.1b	• Form and use regular and irregular plural nouns.
L.3.1c	• Use abstract nouns (e.g., <i>childhood</i>).
L.3.1d	• Form and use regular and irregular verbs.
L.3.1e	• Form and use the simple verb tenses (<i>I walked</i> , <i>I walk</i> , <i>I will walk</i>).
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.
L.3.1g	• Form and use comparative and superlative adjectives and adverbs, and
	choose between them depending on what is to be modified.
L.3.1h	Use coordinating and subordinating conjunctions.
L.3.1i	Produce simple, compound, and complex sentences.
L.3.2	• Identify and use subjects and verbs that are in agreement; past, verb tenses, nouns
	and possessives; proper nouns, pronouns and modifiers.
L.3.3	• Demonstrate command of the conventions of standard English capitalization,
	punctuation, and spelling when writing.
L.3.4	• Identify and use commas in a series and begin use of quotation marks and
1.2.40	Capitalization in dialogue.
L.3.4d	Capitalize appropriate words in titles.
L.3.40	Use commas in addresses.
L.3.4C	Use commas and quotation marks in dialogue.
L.3.40	• Form and use possessives.
L.3.5	• Use conventional spelling for high-frequency and other studied words and for adding suffixes to been words
1250	A Lies applling patterns and generalizations (a ground families position have
L.3.3d	• Use spelling patterns and generalizations (e.g., <i>word families, position-bases</i> spellings, syllable patterns, anding rules, meaningful word parts) in writing
	words
135h	 Consult reference materials including beginning dictionaries as needed to
2.3.35	check and correct spellings.
1.3.5.0	Spell frequently encountered words (multisvllabic r-controlled most
	spen nequency encountered words (multisyndole, r controlled, most

	consonant blends, contractions, compound, common homophones) correctly.
KNOWLEDG	E OF LANGUAGE
L.3.6	• Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.6a	Choose words and phrases for effect.
L.3.6b	• Recognize and observe differences between the conventions of spoken and written standard English.
VOCABULAR	Y ACQUISITIONS AND USE
L.3.7	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on third grade reading and content, choosing flexibly from a range of strategies.
L.3.7a	• Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.7b	• Determine the meaning of a new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
L.3.7c	• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company/companion</i>).
L.3.7d	• Determine the meaning of words and phrases in context (synonyms, antonyms, homonyms, multiple meaning words) using strategies and resources.
L.3.7e	• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L3.8	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L3.8a	• Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).
L3.8b	• Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).
L3.8c	• Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L3.9	• 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., <i>After dinner that night we went looking for them</i>).



THIRD GRADEMathematics Standards for the Archdiocese of Detroit

Operations	s and Algebraic Thinking	
Represent and solve problems involving multiplication and division.		
3.OA.A 1	• Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as</i> 5 × 7.	
3.OA.A 2	 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. 	
3.OA.A 3	• Use multiplication and division within 144 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹	
3.OA.A 4	 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations</i> 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ? (ie. Fact Families) 	
Understand properties of multiplication and the relationship between multiplication and division.		
3.OA.B 5	 Apply properties of operations as strategies to multiply and divide. Examples: <i>Commutative property of multiplication</i>-If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. <i>Associative property of multiplication</i>- If 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. <i>Distributive property</i>-Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. 	
3.OA.B 6	• Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by using 8 × ? =32	
Multiply and a	divide within 144.	
3.OA.C 7	• Fluently multiply and divide within 144, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of 0 through 12.	

3.OAC.8	• Count orally by 6's 7's 8's 9's 10's 11's and 12's starting with 0,
	making the connection between repeated addition and
	multiplication
Solve problem	as involving the four operations, and identify and explain patterns in
arithmetic.	
3.OA.D.9	• Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Students assess the reasonableness of answers using mental computation and estimation strategies including rounding. ³
3.OA.D.10	• Estimate the sum and difference of two numbers with three-digit(sums up to 1,000), Students assess the reasonableness of estimates
3.OA.D.11	• Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
3.OA.D.12	• Know that even numbers end in 0,2,4,6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1,3,5,7 or 9, and work with patterns involving even and odd numbers
Number a	nd Operations in Base Ten
Use place val arithmetic.1	ue understanding and properties of operations to perform multi-digit
3.NBT.A.1	• Use place value understanding to round whole numbers to the nearest 10, 100 or 1000.
3.NBT.A.2	• Fluently add and subtract within 9,999 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction with and without regrouping.(Formerly composing and decomposing numbers)
3.NBT.A.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.
3.NBT.A.3	• Read and write numbers to 100,000 in both numerals and words, and relate them to the quantities they represent
3.NBT.A.4	• Identify the place value of a digit in a number and write in expanded notation
3.NBT.A.5	• Compare and order numbers up to 100,000
3.NBT.A.6	• Use mental strategies to fluently add and subtract two-digit numbers
Numbers a	and Operations-Fractions
Develop unde	rstanding of fractions as numbers.
3.NF.A.1	• Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the

		quantity formed by a parts of size $1/b$.
3.NF.A.2	•	Understand a fraction as a number on the number line: represent
		fractions on a number line diagram.
3.NF.A.2a	•	Represent a fraction $1/b$ on a number line diagram by defining the
on (1 million		interval from 0 to 1 as the whole and partitioning it into <i>b</i> equal parts.
		Recognize that each part has size $1/b$ and that the endpoint of the part
		based at 0 locates the number $1/b$ on the number line.
3.NF.A.2b	•	Represent a fraction a/b on a number line diagram by marking off a
		lengths $1/b$ from 0. Recognize that the resulting interval has size a/b
		and that its endpoint locates the number a/b on the number line.
3.NF.A.3	•	Explain equivalence of fractions in special cases, and compare
		fractions by reasoning about their size.
3.NF.A.3a	•	Understand two fractions as equivalent (equal) if they are the same
		size, or the same point on a number line.
3.NF.A.3b	•	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6$
		= 2/3). Explain why the fractions are equivalent, e.g., by using a visual
		fraction model.
3.NF.A.3c	٠	Express whole numbers as fractions, and recognize fractions that are
		equivalent to whole numbers. <i>Examples: Express 3 in the form $3 =$</i>
		3/1; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a
		number line diagram.
3.NF.A.3d	•	Compare two fractions with the same numerator or the same
		denominator by reasoning about their size. Recognize that
		comparisons are valid only when the two fractions refer to the same
		whole. Record the results of comparisons with the symbols $>$, =, or $<$,
		and justify the conclusions, e.g., by using a visual fraction model.
3.NF.A.3.e	•	Understand and relate decimals to fractional parts of a dollar
Measurem	en	t and Data
Solve problem	ıs ir	volving measurement and estimation
3.MD.A.1	•	Tell and write time to the nearest minute and measure time intervals in
		minutes. Solve word problems involving addition and subtraction of
		time intervals in minutes, e.g., by representing the problem on a
		number line diagram.
3.MD.A.2	•	Measure and estimate liquid volumes and masses of objects using
		standard units of grams (g), kilograms (kg), and liters (l). ¹ Add,
		subtract, multiply, or divide to solve one-step word problems
		involving masses or volumes that are given in the same units, e.g., by
		using drawings (such as a beaker with a measurement scale) to $\frac{1}{2}$
		represent the problem. ²
3.MD.A.3	•	Know benchmark temperatures such as freezing, boiling and compare
		temperatures to these.
3.MD.A.4	•	Add and subtract money in dollars and cents
3.MD.A.5	•	Solve applied problems involving money.

3.MD.A.6	• Solve applied problems involving length width, height, and weight
3.MD.A.7	Solve applied problems involving time.
Represent and	l interpret data
3.MD.B.8	• Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
3.MD.B.9	• Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
Geometric me and to additio	asurement: understand concepts of area and relate area to multiplication n.
3.MD.C.10	• Recognize area as an attribute of plane figures and understand concepts of area measurement.
3.MD.C.10a	• A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.C.10b	• A plane figure which can be covered without gaps or overlaps by <i>n</i> unit squares is said to have an area of <i>n</i> square units.
3.MD.C.11	• Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
3MD.D.12	Relate area to the operations of multiplication and addition.
3MD.C.12a	• Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
3MD.C 12b	• Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
3MD.C 12c	 Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <i>a</i> and <i>b</i> + <i>c</i> is the sum of <i>a</i> × <i>b</i> and <i>a</i> × <i>c</i>. Use area models to represent the distributive property in mathematical reasoning.
3MD.C 12d	• Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Geometric me	asurement: recognize perimeter.
3MD.D 13	• Solve real world and mathematical problems involving perimeters of

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	polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters
Geometry	permeters.
Reason with s	hapes and their attributes.
3.GA.1	• Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
3.GA.2	• Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
3.GA.3	• Identify points, line segments, ray, lines, and distance
3.GA.4	• Identify perpendicular lines and parallel lines in familiar shapes in the classroom
3.GA.5	• Identify parallel faces of rectangular prisms in familiar shapes in the classroom
3.GA.6	• Identify, describe, compare, and classify two-dimensional shapes (parallelogram, trapezoid, circle, rectangle, square, rhombus) based on their component parts (angles, sides, vertices, line segment)
3.GA.7	• Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes (form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles
3.GA.8	• Identify, describe, build and classify familiar three-dimensional solids (cube, faces, surfaces, bases, edges, vertices)
3.GA.9	• Represent front, top, and side views of solids built with cubes
Data and I	Probability
Use Bar Grap	hs
3.DP.1	• Read and interpret bar graphs in both horizontal and vertical forms
3.DP.2	• Read scales on the axis and identify the maximum, minimum and range of values in a bar graph
3.DP.3	• Solve problems using information in bar graphs, including comparison of bar graphs



<u>Third Grade</u> Social Studies Standards for the Archdiocese of Detroit

Geography				
G1	The World in Spatial Terms			
	Use geographic representations to acquire, process, and report information from a spatial perspective.			
3 – G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.			
3–G1.0.1a	Construct and interpret maps by using elements such as title, compass rose, simple grid system scale, legend, key, and date.			
3 – G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.			
3 – G1.0.3	Identify Michigan as being located on the continent of North America.			
G2	Places and Regions			
	Understand how regions are created from common physical and human characteristics.			
3 - G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.			
3 - G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest, etc.).			
G3	Human Systems			
	Understand how human activities help shape the Earth's surface.			
3 – G3.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood			
	products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the			
	factors influencing the location of these economic activities.			
3 – G3.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).			
3 – G3.0.3	Describe how the teachings of the church can help shape groups and regions.			
3 – G3.0.4	Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.			
3 – G3.0.5	Use data and current information about the Anishinaabeg and other Native Americans living in Michigan today to describe the cultural aspects of			
	modern American Indian life. (Give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.)			
G4	Environment and Society			
	Understand the effects of human-environment interactions.			
3 - G4.0.1	Locate natural resources in Michigan and explain the consequences of their use.			
3 - G4.0.2	Understand that resources are a gift from God that need to be cared for and used prudently.			
3 – G4.0.3	Describe how people adapt to, use, and modify the natural resources of Michigan.			
Civics and Government				
C1	Purposes of Government			
	Explain why people create governments.			
3 – C1.0.1	Give examples of how the state of Michigan state exhibits the functions of government (e.g., protecting individual rights, promoting the common good,			

	ensuring equal treatment under the law).
C2	Values and Principles of American Government
	Understand values and principles of American constitutional democracy.
3 – C2.0.1	Describe how Michigan state government reflects the principle of representative government.
C3	Structure and Functions of Government
	Describe the structure of government in the United States and how it functions to serve citizens.
3 - C3.0.1	Distinguish between the roles of state and local government.
3 - C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
3 – C3.0.3	Identify the three branches of state government in Michigan and the powers of each.
3 – C3.0.4	Explain how state courts function to resolve conflict.
3 – C3.0.5	Describe the purpose of the Michigan Constitution.
C4	Roles of the Citizen in American Democracy
	Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
3 - C4.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of
	others, voting, obeying laws).
3 - C4.0.2	Identify and give examples of core democratic values (life, liberty, pursuit of happiness, etc.)
Economics	
E1	Market Economy
	Use fundamental principles and concepts of economics to understand economic activity in a market economy.
3 - E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
3 - E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.
3 – E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have
	influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
3-E1.0.4	Analyze how Michigan's location and natural resources influenced its history (e.g., how waterways and other natural resources have influenced history
	such as mining, lumbering, automobile manufacturing, and furniture making).
3 - E1.0.5	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
3 – E1.0.6	Explain the role of business development in Michigan's economic future.
E2	National Economy
	Use fundamental principles and concepts of economics to understand economic activity in the United States.
3 –E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges

	grown in Florida are sold in Michigan).		
E3	International Economy		
	Use fundamental principles and concepts of economics to understand economic activity in the global economy.		
3 -E3.0.1	Identify products produced in other countries and consumed by people in Michigan.		
Public Disco	ublic Discourse, Decision Making, and Citizen Involvement		
P1	Identifying and Analyzing Issues		
	Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		
3 – P1.0.1	Identify public issues in Michigan that influence the daily lives of its citizens.		
3 – P1.0.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions (Ex. Bottle Bill, Invasive Species).		
3 – P1.0.3	Identify issues in the classroom or in the school and create and implement a reasoned plan.		
3 –P1.0.3a	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.		
P2	Persuasive Communication About a Public Issue		
	Communicate a reasoned position on a public issue.		
3 - P2.0.1	Express a position on a public policy issue in Michigan and justify the position with a reasoned argument by composing a paragraph on the position.		
P3	Citizen Involvement		
	Act constructively to further the public good.		
3 – P3.0.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.		
3 – P3.0.2	Participate in Catholic service learning projects to help or inform others.		
<u>History</u>			
H1	History of Michigan (Through Statehood)		
	Use historical thinking to understand the past.		
3 - H1.0.1	Identify questions historians ask when examining historical events in Michigan (e.g., What happened? When did it happen? Who was involved? How		
	and why did it happen?).		
3 – H1.0.2	Explain how historians use primary and secondary sources to answer questions about the past.		
3 – H1.0.3	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).		
3 - H1.0.4	Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron		
	Indians) who lived in Michigan in order to make generalizations about their beliefs.		
3-H1.0.4a	Compare and contrast the different Native American tribes of Michigan.		
3-H1.0.4b	Compare and contrast the beliefs of native Americans to the teachings of the Catholic Church.		
3 - H1.0.5	Use informational text and visual data to compare how Native Americans and settlers in the early history of Michigan adapted to, used, and modified		
	their environment.		
3 – H1.0.6	Use a variety of sources to describe interactions that occurred between Native Americans and the first European explorers, Catholic missionaries and		
	settlers in Michigan.		
3– H1.0.6a	Examine the lives of early pioneers including why, how, and when they came and areas of settlement		
3 – H1.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).		

3– H1.0.7a	Use a variety of primary and secondary sources to construct a historical narrative about migration and immigration and how it continues to affect the		
	growth of Michigan.		
3 – H1.0.8	.8 Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan. (e.g., Marquette, Ford, Underground		
	Railroad, Cadillac, etc.)		
3 – H1.0.9	Describe key points of the Northwest Ordinance and how Michigan attained statehood.		
3-H1.0.10	Create timelines, tables, graphs, and charts to sequence important events in Michigan history from Native Americans to statehood and statehood to		
	present day.		
3-H1.0.11	Describe Michigan's major ethnic groups and reasons for settling in Michigan.		
3-H1.0.12	Sequence and interpret conflicts that shaped Michigan history.		

			THIRD GRADE Mathematics Standards for the Archdiocese of Detroit
		*Provide 3 da	tes for each standard
Initial	Date(s)	Operations a	ind Algebraic Thinking
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		3.OA.A 1	• Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as</i> 5 × 7.
		3.OA.A 2	• Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as</i> 56 ÷ 8.
		3.OA.A 3	• Use multiplication and division within 144 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹
		3.OA.A 4	• Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$ (ie. Fact Families)
		Understand p	roperties of multiplication and the relationship between multiplication and division.
		3.OA.B 5	 Apply properties of operations as strategies to multiply and divide. Examples: <i>Commutative property of multiplication</i>-If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. <i>Associative property of multiplication</i>- If 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. <i>Distributive property</i>-Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56.
		3.OA.B 6	• Understand division as an unknown-factor problem. For example, find $32 \div 8$ by using $8 \times ? = 32$
	Multiply and divide within 144.		divide within 144.
		3.OA.C 7	• Fluently multiply and divide within 144, 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 0 through 12.
		3.OAC.8	• Count orally by 6's 7's 8's 9's 10's 11's and 12's starting with 0, making the connection between repeated addition and multiplication
		Solve problem	ns involving the four operations, and identify and explain patterns in arithmetic.
		3.OA.D.9	• Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Students assess the reasonableness of answers using mental computation and estimation strategies including rounding. ³
		3.0A.D.10	• Estimate the sum and difference of two numbers with three-digit(sums up to 1,000), Students assess the reasonableness of estimates

3.OA.D.11 • Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
3.OA.D.12 • Know that even numbers end in 0,2,4,6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1,3,5,7 or 9, and work with patterns involving even and odd numbers
Number and Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic.1
3.NBT.A.1 • Use place value understanding to round whole numbers to the nearest 10, 100 or 1000.
3.NBT.A.2 • Fluently add and subtract within 9,999 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction with and without regrouping.(Formerly composing and decomposing numbers)
3.NBT.A.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.
3.NBT.A.3 • Read and write numbers to 100,000 in both numerals and words, and relate them to the quantities they represent
3.NBT.A.4 • Identify the place value of a digit in a number and write in expanded notation
3.NBT.A.5 • Compare and order numbers up to 100,000
3.NBT.A.6 • Use mental strategies to fluently add and subtract two-digit numbers
Numbers and Operations-Fractions
Develop understanding of fractions as numbers.
3.NF.A.1 • Understand a fraction 1/ <i>b</i> as the quantity formed by 1 part when <i>a</i> whole is partitioned into <i>b</i> equal parts; understand a fraction <i>a</i> / <i>b</i> as the quantity formed by <i>a</i> parts of size 1/ <i>b</i> .
3.NF.A.2 • Understand a fraction as a number on the number line; represent fractions on a number line diagram.
3.NF.A.2a • Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
3.NF.A.2b • Represent a fraction <i>a/b</i> on a number line diagram by marking off <i>a</i> lengths 1/ <i>b</i> from 0. Recognize that the resulting interval has size <i>a/b</i> and that its endpoint locates the number <i>a/b</i> on the number line.
3.NF.A.3 • Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
3.NF.A.3a • Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
3.NF.A.3b • Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3.NF.A.3c • Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$;</i>

	recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
3.NF.A.3d	• Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid
	only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, =, or $<$, and justify the conclusions,
	e.g., by using a visual fraction model.
3.NF.A.3.e	Understand and relate decimals to fractional parts of a dollar
Measuremen	t and Data
Solve problem	as involving measurement and estimation
3.MD.A.1	• Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.MD.A.2	• Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ²
3.MD.A.3	Know benchmark temperatures such as freezing, boiling and compare temperatures to these.
3.MD.A.4	Add and subtract money in dollars and cents
3.MD.A.5	Solve applied problems involving money.
3.MD.A.6	Solve applied problems involving length width, height, and weight
3.MD.A.7	Solve applied problems involving time.
Represent and	l interpret data
3.MD.B.8	• Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>
3.MD.B.9	• Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
Geometric me	asurement: understand concepts of area and relate area to multiplication and to addition.
3.MD.C.10	• Recognize area as an attribute of plane figures and understand concepts of area measurement.
3.MD.C.10a	• A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.C.10b	• A plane figure which can be covered without gaps or overlaps by <i>n</i> unit squares is said to have an area of <i>n</i> square units.
3.MD.C.11	• Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
3MD.D.12	Relate area to the operations of multiplication and addition.
3MD.C.12a	• Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the

	side lengths.
3MD.C 12b	• Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems,
	and represent whole-number products as rectangular areas in mathematical reasoning.
3MD.C 12c	• Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use
	area models to represent the distributive property in mathematical reasoning.
3MD.C 12d	• Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Geometric me	pasurement: recognize perimeter.
3MD.D 13	• Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
Geometry	
Reason with s	hapes and their attributes.
3.GA.1	• Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the
	shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals,
	and draw examples of quadrilaterals that do not belong to any of these subcategories.
3.GA.2	• Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
3.GA.3	Identify points, line segments, ray, lines, and distance
3.GA.4	Identify perpendicular lines and parallel lines in familiar shapes in the classroom
3.GA.5	Identify parallel faces of rectangular prisms in familiar shapes in the classroom
3.GA.6	• Identify, describe, compare, and classify two-dimensional shapes (parallelogram, trapezoid, circle, rectangle, square, rhombus) based on their component parts (angles, sides, vertices, line segment)
3.GA.7	• Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes (form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles
3.GA.8	• Identify, describe, build and classify familiar three-dimensional solids (cube, faces, surfaces, bases, edges, vertices)
3.GA.9	• Represent front, top, and side views of solids built with cubes
Data and Pro	bability
Use Bar Grap	bhs
3.DP.1	Read and interpret bar graphs in both horizontal and vertical forms
3.DP.2	Read scales on the axis and identify the maximum, minimum and range of values in a bar graph

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