

**REPORT CARD COMPANION DOCUMENT
GRADE 3 ELA READING**

<u>Grade Level Expectations</u>	<u>Benchmarks</u>	<u>Focus Area within Benchmark</u>
Narrative Literature Text	Narrative range of reading	Read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band independently and proficiently
	Identifies main idea and details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
		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
		Describe characters in a story and explain how their actions contribute to the sequence of events
	Understands text structure/narrative elements	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language
		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
		Distinguish their own point of view from that of the narrator or those of the characters
	Interprets author's techniques	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting)

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		Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters
Informational Text	Informational range of reading	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity band independently and proficiently
	Identifies main idea and details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
		Determine the main topic of a text, recount the key details and explain how they support the main idea
		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
	Understands text structure/informational elements	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>
		Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
		Distinguish their own point of view from that of the author of a text
	Integrates knowledge and ideas	Use the information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate

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		understanding of the text (e.g., where, when, why, and how key events occur)
		Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
		Compare and contrast the most important points and key details presented by two texts on the same topic
Foundational Skills	Applies phonics and word recognition skills	Know and apply grade-level phonics and word analysis skills in decoding words
	Reads with accuracy and fluency	Read with sufficient accuracy and fluency to support comprehension
Speaking and Listening	Engages in discussion and collaboration	Come to discussions prepared, having read or studied required material
		Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats
		Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
	Presents knowledge and ideas clearly	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

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GRADE 3 ELA WRITING**

<u>Grade Level Expectations</u>	<u>Benchmark</u>	<u>Focus Area within Benchmark</u>
Text Types and Purposes	Narrative	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
	Informative/Explanatory	Write informative/explanatory texts to examine a topic and convey ideas and information clearly
	Logical Argument	Write opinion pieces on topics or texts, supporting a point of view with reasons
Writing Skills	Produces clear and organized writing	Produce writing in which the development and organization are appropriate to task and purpose
	Revises for content ideas	With guidance and support from peer and adults, develop and strengthen writing as needed by planning, revising, and editing
	Edits for conventions	Demonstrate command of the conventions of standard English grammar and usage when speaking or writing
	Applies proper grammar and language usage skills	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
	Demonstrates grade appropriate spelling in daily work	Use spelling patterns and generalizations in writing words and consults reference materials, including beginning dictionaries, as needed to check and correct spellings
	Uses acquired vocabulary	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific word and phrases, including those that signal spatial and temporal

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		relationships (e.g., <i>After dinner that night, we went looking for them</i>)
	Uses technology to produce writing	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
	Applies research skills	Conduct short research projects that build knowledge about a topic
		Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

REPORT CARD COMPANION DOCUMENT
GRADE 3 MATH

<u>Grade Level Expectations</u>	<u>Benchmark</u>	<u>Focus Area within Benchmark</u>
Mathematics	Operations and algebraic thinking	Represent and solve problems involving multiplication and division
		Understand properties of multiplication and the relationship between multiplication and division
		Multiply & divide within 100
		Solve problems involving the four operations, and identify and explain patterns in arithmetic
	Numbers and operations in base 10	Use place value understanding and properties of operations to perform multi-digit arithmetic, i.e. round numbers to nearest 10 or 100; fluently add and subtract within 1000; multiply 1-digit numbers by multiples of 0-10
	Numbers and operations - fractions	Develop understanding of fractions as numbers
	Measurement and Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
		Represent and interpret data
		Geometric measurement: understand concepts of area and relate area to multiplication and to addition
		Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
	Geometry	Reason with shapes and their attributes
	Accuracy in computation	Make sense of problems and persevere in solving them
		Attend to precision and accuracy in computation

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Math Fact Fluency	Addends to 10	Instant recall of addition facts
	Difference from 20	Instant recall of subtraction facts
	Factors to 10	Instant recall of multiplication factors to 10
	Divisors to 10	Instant recall of division facts to 10

**REPORT CARD COMPANION DOCUMENT
GRADE 3 SCIENCE**

<u>Grade Level Expectation</u>	<u>Benchmark</u>	<u>Focus Area within Benchmark</u>
Concepts and Terms	Measurement	Understands the necessity for standard units of measurement
		Measure length and distance in meters and centimeters
		Measure mass in grams
		Measure liquid volume and capacity in liters and milliliters
		Measure temperature of liquids and air in Celsius
		Apply appropriate measuring skills in everyday situations
	Water	Observe and explore properties of water in liquid, solid, and gaseous state
		Observe the expansion and contraction of water as it warms and cools
		Investigate factors that influence evaporation and condensation of water
		Consider components of the water cycle
		Investigate how water can be used to do work
		Become aware of the importance of water in our lives
		Structures of Life
	Observe and compare properties of seeds and fruits	
	Investigate the effect of water on seeds	
Observe the life cycle of a bean plant		
Observe and record crayfish and land snail structures and behavior		
Scientific Processes	Participates in investigations and discussions	Uses scientific thinking processes to conduct investigations and participate in discussions

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	Analyzes data, draws conclusions, communicates findings	Follows the processes of observing, recording data and analyzing it, communicating findings, comparing, and organizing
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**REPORT CARD COMPANION DOCUMENT
GRADE 3 SOCIAL STUDIES**

<u>Grade Level Expectation Topic</u>	<u>Benchmark</u>	<u>Focus Area within Benchmark</u>
Concepts and Terms of Michigan	Geography	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
		Use thematic maps to identify and describe the physical and human characteristics of Michigan
		Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
		Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).
		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.
		Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).
		Describe some of the current movements of goods, people, jobs or information to from, or within Michigan and explain reasons for the movements.
		Use data and current information about the Anishinaabeg and other American Indians 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.
		Locate natural resources in Michigan and explain the consequences of their use.
		Describe how people adapt to, use, and modify the natural resources of Michigan.

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	History	Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
		Explain how historians use primary and secondary sources to answer questions about the past.
		Describe the causal relationships between three events in Michigan’s past (e.g. Erie Canal, more people came, statehood).
		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.
		Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
		Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
		Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
		Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
		Describe how Michigan attained statehood.
		Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).
		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).
	Economics	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan

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		Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.
		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).
		Describe how entrepreneurs combine natural, human and capital resources to produce goods and services in Michigan.
		Explain the role of business development in Michigan’s economic future.
		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).
		Identify products produced in other countries and consumed by people in Michigan.
Public Discourse and Decision Making	Participates in lessons and discussions	Identify public issues in Michigan that influence the daily lives of its citizens.
		Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
		Participate in projects to help or inform others.
	States and supports a position	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
		Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public issue in Michigan.
		Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with reasoned argument.