

Adventures in Writing

Benjamin Franklin's Lightning Rod

Michigan Academic Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY MI.CC.SL. Speaking and Listening Standards 3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.

EXPECTATION SL.3.1(a) 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.

EXPECTATION SL.3.1(b) 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).

EXPECTATION SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY MI.CC.SL. Speaking and Listening Standards 3.

STANDARD Comprehension and Collaboration

GRADE LEVEL EXPECTATION SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY MI.CC.SL. Speaking and Listening Standards 3.

STANDARD Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION SL.3.4. 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.

GRADE LEVEL EXPECTATION SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD Conventions of Standard English

GRADE LEVEL EXPECTATION L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION L.3.1(h) Use coordinating and subordinating conjunctions.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD Conventions of Standard English

GRADE LEVEL EXPECTATION L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

EXPECTATION L.3.2(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD Knowledge of Language

GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Dolphins

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text 3.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text 3.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.

EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
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EXPECTATION	SL.3.1(b)	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).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
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STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
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STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
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STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION RF.3.3(b) Decode words with common Latin suffixes.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
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STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
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STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
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EXPECTATION	SL.3.1(b)	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).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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**STRAND /
STANDARD
CATEGORY**

MI.CC.L.3 Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.3 Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**STRAND /
STANDARD
CATEGORY**

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**STRAND /
STANDARD
CATEGORY**

MI.CC.L.3 Language Standards

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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Hannibal's War		
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Language Arts
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STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text 3.

STANDARD		Key Ideas and Details
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STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text 3.

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text 3.

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXPECTATION RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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STANDARD		Range of Reading and Level of Text Complexity
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.

EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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John Muir

Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD	Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD	Range of Writing	
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.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.
EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD	Presentation of Knowledge and Ideas	
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY

MI.CC.L.3 Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / STANDARD CATEGORY

MI.CC.L.3 Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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EXPECTATION	L.3.2(b)	Use commas in addresses.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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STRAND / STANDARD CATEGORY

MI.CC.L.3 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STRAND / STANDARD CATEGORY

MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Leif Eriksson

Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.

EXPECTATION SL.3.1(a) 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.

EXPECTATION SL.3.1(b) 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).

EXPECTATION SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY MI.CC.SL. Speaking and Listening Standards 3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY MI.CC.SL. Speaking and Listening Standards 3.

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION SL.3.4. 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.

GRADE LEVEL EXPECTATION SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION L.3.1(d) Form and use regular and irregular verbs.

EXPECTATION L.3.1(f) Ensure subject-verb and pronoun-antecedent agreement.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

EXPECTATION L.3.2(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Magnets

Michigan Academic Standards
Language Arts
 Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RI. Reading Standards for Informational Text 3.

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
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EXPECTATION	SL.3.1(b)	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).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mayflower, Part 1

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.
EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
3.

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
3.

STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Mayflower, Part 2

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

My Friend, Part 1

Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** MI.CC.RI. Reading Standards for Informational Text
3.

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /
STANDARD
CATEGORY** MI.CC.W. Writing Standards
3.

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**STRAND /
STANDARD
CATEGORY** MI.CC.W. Writing Standards
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND /
STANDARD
CATEGORY** MI.CC.W. Writing Standards
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
STANDARD
CATEGORY** MI.CC.SL. Speaking and Listening Standards
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION SL.3.1(a) 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.

EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My Friend, Part 2

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 3.

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 3.

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards .

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY MI.CC.L.3 Language Standards .

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

My House, Part 1

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
-----------------	--	-------------------------

GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.

EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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My House, Part 2

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION L.3.1(d) Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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Nile River, Yangtze River

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION RF.3.3(b) Decode words with common Latin suffixes.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.

EXPECTATION SL.3.1(a) 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.

EXPECTATION SL.3.1(b) 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).

EXPECTATION SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Michigan Academic Standards

Language Arts

Grade 3 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RF. Reading Standards: Foundational Skills
3.**

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION RF.3.3(b) Decode words with common Latin suffixes.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RF. Reading Standards: Foundational Skills
3.**

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION SL.3.1(a) 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.

EXPECTATION SL.3.1(b) 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).

EXPECTATION SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION SL.3.4. 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.

GRADE LEVEL EXPECTATION SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.3.2(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

EXPECTATION L.3.4(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 1

Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
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EXPECTATION	SL.3.1(b)	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).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
3.

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

EXPECTATION L.3.1(d) Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
3.

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

EXPECTATION L.3.2(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

Roman Colosseum

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STRAND / STANDARD CATEGORY MI.CC.RF. Reading Standards: Foundational Skills
3.

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY MI.CC.SL. Speaking and Listening Standards
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION SL.3.1(a) 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.

EXPECTATION SL.3.1(b) 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).

EXPECTATION SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD **Comprehension and Collaboration**

GRADE LEVEL EXPECTATION SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD **Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD **Conventions of Standard English**

GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD **Knowledge of Language**

GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD **Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD	Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD	Vocabulary Acquisition and Use
-----------------	---------------------------------------

GRADE LEVEL EXPECTATION L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roman Hoplite, American Quarter Horse

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD	Key Ideas and Details
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GRADE LEVEL EXPECTATION RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD	Craft and Structure
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GRADE LEVEL EXPECTATION RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD	Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXPECTATION RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
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EXPECTATION	SL.3.1(b)	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).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Michigan Academic Standards
Language Arts
 Grade 3 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.
EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	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.

GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Language Arts
Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.3.2(a) Capitalize appropriate words in titles.

EXPECTATION L.3.2(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

EXPECTATION L.3.2(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

The Fox and the Crow, Part 1

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature .3.**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RL.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.
GRADE LEVEL EXPECTATION	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature .3.**

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature .3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RL.3.7.	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).
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STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.
EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Fox and the Crow, Part 2

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
.3.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RL.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.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION W.3.3(a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION W.3.3(b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		
Production and Distribution of Writing		
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		
Range of Writing		
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		
Presentation of Knowledge and Ideas		
GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		
Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		
Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.3.3(a) Choose words and phrases for effect.

The Theft of Thor's Hammer, Part 1

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature .3.**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	RL.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.
GRADE LEVEL EXPECTATION	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature .3.**

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature .3.**

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RL.3.7.	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).

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
.3.

STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
EXPECTATION	RF.3.3(b)	Decode words with common Latin suffixes.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
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EXPECTATION	SL.3.1(b)	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).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

The Theft of Thor's Hammer, Part 2

**Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
.3.

STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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GRADE LEVEL EXPECTATION	RL.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.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION RF.3.3(b) Decode words with common Latin suffixes.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION W.3.3(a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION W.3.3(b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION SL.3.4. 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.

GRADE LEVEL EXPECTATION SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Tornadoes

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD **Craft and Structure**

GRADE LEVEL EXPECTATION RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

GRADE LEVEL EXPECTATION RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD **Phonics and Word Recognition**

GRADE LEVEL EXPECTATION **RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.**

EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION RF.3.3(b) Decode words with common Latin suffixes.

STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD **Fluency**

GRADE LEVEL EXPECTATION **RF.3.4. Read with sufficient accuracy and fluency to support comprehension.**

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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EXPECTATION	W.3.2(b)	Develop the topic with facts, definitions, and details.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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EXPECTATION	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 1

Michigan Academic Standards
Language Arts
 Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
3.

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 3.**

STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 3.**

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.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.
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EXPECTATION	SL.3.1(a)	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.
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EXPECTATION	SL.3.1(b)	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).
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EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.3.4.	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 LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.3.3(a) Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Treasure Map, Part 2

Michigan Academic Standards
Language Arts
Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

Michigan Academic Standards

Language Arts

Grade 3 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
GRADE LEVEL EXPECTATION	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
GRADE LEVEL EXPECTATION	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RI. Reading Standards for Informational Text
3.**

STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**STRAND /
STANDARD
CATEGORY** **MI.CC.RF. Reading Standards: Foundational Skills
3.**

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 3.**

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.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.
EXPECTATION	SL.3.1(a)	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.
EXPECTATION	SL.3.1(b)	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).
EXPECTATION	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 3.**

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
3.

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.3.4.	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.
GRADE LEVEL EXPECTATION	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.3.3(a)	Choose words and phrases for effect.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

William Penn, Part 2

**Michigan Academic Standards
Language Arts
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STRAND / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
3.

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

EXPECTATION RF.3.3(b) Decode words with common Latin suffixes.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

EXPECTATION W.3.2(d) Provide a concluding statement or section.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
3.

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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EXPECTATION	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.3.2(a)	Capitalize appropriate words in titles.
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EXPECTATION	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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EXPECTATION	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.3.3(a)	Choose words and phrases for effect.
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STRAND / STANDARD CATEGORY **MI.CC.L.3 Language Standards**
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.3.4(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).