# Main Criteria: Adventures in Writing

Secondary Criteria: Michigan Academic Standards

Subject: Language Arts

Grade: 3

# **Adventures in Writing**

Benjamin Franklin's Lightning Rod

# Michigan Academic Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL	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. 3.	Reading Standards for Informational Text
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 3.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECT ATION	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. 3.	Writing Standards		
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. 3.	Writing Standards		
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 3.	. Speaking and Listening Standards		
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		

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. 3.	Speaking and Listening Standards
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 /	MLCC SL	Speaking and Listening Standards
ST ANDARD CAT EGORY	3.	
		Presentation of Knowledge and Ideas
CATEGORY		

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

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 /	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
STANDARD		Knowledge of Language

EXPECTATION	GRADE LEVEL LEXPECTATION	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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

GRADE LEVEL 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.	STA	NDARD	Vocabulary Acquisition and Use
			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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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

31 ANDARD		Vocabulary Acquisition and Ose
GRADE LEVEL	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and
EXPECTATION		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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL	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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards: Foundational Skills
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. 3.	Reading Standards: Foundational Skills
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. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Writing Standards
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	MI.CC.SL	. Speaking and Listening Standards
CATEGORY		
CATEGORY STANDARD		Comprehension and Collaboration
	SL.3.1.	Comprehension and Collaboration 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.
ST ANDARD		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
STANDARD GRADE LEVEL EXPECTATION		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.
ST ANDARD GRADE LEVEL EXPECTATION	SL.3.1(a)	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.         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.         Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION	SL.3.1(a) SL.3.1(b)	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.         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.         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).         Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION	SL.3.1(a) SL.3.1(b) SL.3.1(c) SL.3.1(d)	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. 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION ST RAND / ST RAND / ST RAND /	SL.3.1(a) SL.3.1(b) SL.3.1(c) SL.3.1(d) MI.CC.SL.	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.         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.         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).         Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.         Explain their own ideas and understanding in light of the discussion.

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MI.CC.SL. Speaking and Listening Standards 3.

Language Standards

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

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 /	MI.CC.L.3
STANDARD	
CATEGORY	

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 / MI.CC.L.3 Language Standards ST ANDARD CATEGORY .

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
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).
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		Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD		Reading Standards for Informational Text
CATEGORY	3.	
	3.	Key Ideas and Details
CATEGORY	3. RI.3.2.	
CATEGORY STANDARD GRADE LEVEL	RI.3.2.	Key Ideas and Details
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	RI.3.2.	Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY	RI.3.2.	Key Ideas and Details         Determine the main idea of a text; recount the key details and explain how they support the main idea.         Reading Standards for Informational Text         Craft and Structure
CATEGORY STANDARD GRADE LEVEL CTATION STANDARD CATEGORY GRADE LEVEL GRADE LEVEL	RI.3.2. MI.CC.RI. 3. RI.3.4.	Key Ideas and Details         Determine the main idea of a text; recount the key details and explain how they support the main idea.         Reading Standards for Informational Text         Craft and Structure         Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
CATEGORY STANDARD GRADE LEVEL EXPECTATION STANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD	RI.3.2. MI.CC.RI. 3. RI.3.4. MI.CC.RI.	Key Ideas and Details         Determine the main idea of a text; recount the key details and explain how they support the main idea.         Reading Standards for Informational Text         Craft and Structure         Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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

EXPECTATION

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

STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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 /	MI.CC.RF. Reading Standards: Foundational Skills
STANDARD	3.
CATEGORY	

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION		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.

MI.CC.RF. Reading Standards: Foundational Skills

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**STANDARD** 

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

**STANDARD** Text Types and Purposes **GRADE LEVEL** W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **EXPECTATION** 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 / **MI.CC.W. Writing Standards STANDARD** 3. CATEGORY

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

**Production and Distribution of Writing** 

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. 3.	Writing Standards
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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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.

# ST ANDARDConventions of Standard EnglishGRADE LEVEL<br/>EXPECT ATIONL.3.1.Demonstrate command of the conventions of standard English grammar and usage when writing or<br/>speaking.EXPECTATIONL.3.1(a)Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular<br/>sentences.EXPECTATIONL.3.1(d)Form and use regular and irregular verbs.

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

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

STANDARD		Knowledge of Language
GRADE LEVEL L.3 EXPECTATION	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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

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STANDARD
                           Vocabulary Acquisition and Use
GRADE LEVEL
                 L.3.4.
                           Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
EXPECTATION
                           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 /
                MI.CC.L.3 Language Standards
STANDARD
CATEGORY
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.
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).
		Hannibal's War
		Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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.

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. 3.	Writing Standards
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Speaking and Listening Standards
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.
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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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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		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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

GRADE LEVEL EXPECTATIONL.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.	STANDARD	Vocabulary Acquisition and Use

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

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.3.5. EXPECTATION	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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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).

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Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010

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

MI.CC.RF. Reading Standards: Foundational Skills

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

STRAND / STANDARD CATEGORY

3.

 

 ST ANDARD
 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 / MI.CC.W. Writing Standards STANDARD 3. CATEGORY

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. 3.	Writing Standards
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. 3.	Writing Standards
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 3.	. Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,
EXPECTATION		speaking clearly at an understandable pace.

GRADE LEVELSL.3.6.Speak in complete sentences when appropriate to task and situation in order to provide requested detail or<br/>clarification.

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

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

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(b)	Use commas in addresses.
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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.3.5. EXPECTATION	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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

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).

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

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

**STANDARD** CATEGORY

CATEGORY

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. 3.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate

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

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

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

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

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

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. 3.	Writing Standards
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. 3.	Writing Standards
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 /MI.CC.SL. Speaking and Listening StandardsSTANDARD3.CATEGORY

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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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.
EXPECTATION	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
ST RAND / ST ANDARD CAT EGORY	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 / **MI.CC.L.3 Language Standards STANDARD** . CATEGORY

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

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

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / MI.CC.L.3 Language Standards **STANDARD** CATEGORY

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.3.5. EXPECTATION	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 / MI.CC.L.3 Language Standards **STANDARD** CATEGORY

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).

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Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010

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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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 3.	. Reading Standards: Foundational Skills
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. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Writing Standards
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	MI.CC.SL	. Speaking and Listening Standards
CATEGORY		
CATEGORY		Comprehension and Collaboration
	SL.3.1.	Comprehension and Collaboration 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.
ST ANDARD		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
STANDARD GRADE LEVEL EXPECTATION		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.
ST ANDARD GRADE LEVEL EXPECTATION	SL.3.1(a)	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.         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.         Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION	SL.3.1(a) SL.3.1(b)	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.         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.         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).         Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION	SL.3.1(a) SL.3.1(b) SL.3.1(c) SL.3.1(d)	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. 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION ST RAND / ST RAND / ST RAND /	SL.3.1(a) SL.3.1(b) SL.3.1(c) SL.3.1(d) MI.CC.SL.	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.         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.         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).         Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.         Explain their own ideas and understanding in light of the discussion.

STRAND /
<b>STANDARD</b>
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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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

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

GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	STANDARD	Knowledge of Language
	GRADE LEVEL EXPECTATION	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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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 Art s Grade 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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 3.	. Reading Standards: Foundational Skills
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. 3.	Writing Standards
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. 3.	Writing Standards
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 3.	Writing Standards
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.

# ST RAND / ST ANDARD CATEGORY

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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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		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).
		Mayflower, Part 2
		Michigan Academic Standards
		Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.W. 3.	Writing Standards
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. 3.	Writing Standards

ST ANDARD 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 /	MI.CC.W. Writing Standards
STANDARD	3.
CATEGORY	

STANDARD		Range of Writing
GRADE LEVEL	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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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 /	MI.CC.L.3	Language Standards

# ST ANDARD CATEGORY

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

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

# My Friend, Part 1

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

STRANDAD CATEGOOR         NLCC-W         Craft and Structure           GRADE LEVEL EXPECTATION         RI3.4.         Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.           STRANDAD EXPECTATION         NLCC-W         Vitting Standards           STANDARD         Text Types and Purposes           STANDARD         Vitte informative/explanatory texts to examine a topic and convey ideas and information clearly.           EXPECTATION         W3.2.0         Infoduce a bpic and group related information together, include illustrations when useful to aiding comprehension.           STANDARD         NLCC-W         W3.2.0         Infoduce a topic and purposes           STANDARD         NLCC-W         W3.2.0         Infoduce a topic and group related information together, include illustrations when useful to aiding comprehension.           STANDARD         NLCC-W         W3.2.0         Infoduce a dopic and group related information together, include illustrations when useful to aiding comprehension.           STANDARD         NLCC-W         W3.4.         With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations thr writing types are defined in standards 1:3 above.)           GRADE LEVEL         W3.5.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising.			
GRADE LEVEL EXPECTATION         RI34.         Delemine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 spic or subject area.           STRAND / STANDARD         MLCC.W.         Writing Standards 3.         Text Types and Purposes           STANDARD         Text Types and Purposes         MLCC.W.           GRADE LEVEL EXPECTATION         W3.2.         Write informative/explanatory texts to examine a topic and convey ideas and information clearly.           EXPECTATION         W3.2(a)         heroduce a topic and group related information together; include illustrations when useful to aiding comprehension.           STANDARD         MLCC.W.         Writing Standards 3.           STANDARD         Production and Distribution of Writing           GRADE LEVEL EXPECTATION         W3.3.         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         W3.5.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.           STANDARD         MLCC.W.         Writing Standards 3.         Standards           STANDARD         MLCC.W.         Writing Standards single sitting or a day or two) for a range of discipline-specific tasks, purpose, and aduleses.           STANDARD         ML	STANDARD		Reading Standards for Informational Text
EXPECTATION     topic or subject area.       STANDARD CATEGORY     MLCC.W.     Writing Standards       STANDARD     Text Types and Purposes       GRADE LEVEL EXPECTATION     W3.2.     Write informative/explanatory texts to examine a topic and convey ideas and information clearly.       EXPECTATION     W3.2(a)     Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.       STANDARD     MLCC.W.     Writing Standards       STANDARD     NILCC.W.     Writing Standards       STANDARD     Production and Distribution of Writing       GRADE LEVEL     W3.4.     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     W3.5.     With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and edling.       STANDARD     Range of Writing       GRADE LEVEL     W3.10.     Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a strepectation)       STANDARD     MLCC.SL:     Speaking and Listening Standards       STANDARD     Comprehension and Collaboration       GRADE LEVEL     W3.10.     Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a strepectation)	STANDARD		Craft and Structure
STANDARD       3.         STANDARD       Text Types and Purposes         GRADE LEVEL       W3.2.       Wite informative/explanatory texts to examine a topic and convey ideas and information clearly.         EXPECTATION       W3.2.       Wite informative/explanatory texts to examine a topic and convey ideas and information clearly.         EXPECTATION       W3.2.       Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.         STANDARD       MI.CC.W. Writing Standards       .         STANDARD       Production and Distribution of Writing         GRADE LEVEL       W3.4.       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       W3.5.       With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.         STANDARD       Image of Writing       .         GRADE LEVEL       W3.0.       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.         STANDARD       .       .         GRADE LEVEL       W3.10.       Write routinely over extended time frames (time for research, reflection, and revision) and shor		RI.3.4.	
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.           STANDARD CATEGORY         MI.CC.W.         Writing Standards           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.           STANDARD         MI.CC.W.         Writing Standards           STANDARD         Range of Writing           GRADE LEVEL         W.3.0.           With couldinely 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.           STANDARD         StanDARD           GRADE LEVEL         Su.           STANDARD         Comprehension and Collaboration           STANDARD         Comprehension and Collaboration           STANDARD	STANDARD		Writing Standards
EXPECTATION       W3.2(a)       Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.         STANDARD       MLCC.W. Writing Standards         STANDARD       Production and Distribution of Writing         GRADE LEVEL       W3.4.         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       W3.5.         With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.         STANDARD       MLCC.W. Writing Standards         STANDARD       MLCC.W. Writing Standards         STANDARD       MLCC.W. Writing Standards         STANDARD       Range of Writing         GRADE LEVEL       W3.10.         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 adulences.         STANDARD       StanDARD         GRADE LEVEL       W.3.0.         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 adulences.         STANDARD       S.	STANDARD		Text Types and Purposes
STRAND / STANDARD       MLCC.W. Writing Standards         STANDARD       Production and Distribution of Writing         GRADE LEVEL       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       W.3.5.       With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising. and editing.         STRAND / STANDARD       MLCC.W.       Writing Standards         STANDARD       Range of Writing         GRADE LEVEL       W.3.0.       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.         STANDARD       Comprehension and Collaboration         ST ANDARD       Comprehension and Collaboration         GRADE LEVEL       SL.3.1.       Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-ied) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own			Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ST ANDARD       3.         ST ANDARD       Production and Distribution of Writing         GRADE LEVEL       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       W.3.5.       With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.         ST ANDARD       Wi.C.W. Writing Standards       and editing.         ST ANDARD       MI.CC.W. Writing Standards       s.         ST ANDARD       Ange of Writing       s.         GRADE LEVEL       W.3.0.       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.         ST ANDARD       MI.CC.SL.       Speaking and Listening Standards         ST ANDARD       S.       Comprehension and Collaboration         GRADE LEVEL       SL.31.       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 there own	EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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 and editing.         STANDARD CATEGORY       Range of Writing         GRADE LEVEL EXPECTATION       W.3.0.       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 adulences.         STRAND / STANDARD CATEGORY       MI.CC.SL.       Speaking and Listening Standards 3.         STANDARD CATEGORY       Comprehension and Collaboration	STANDARD		Writing Standards
EXPECTATION       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       MI.CC.W.       Writing Standards         ST ANDARD       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.         ST ANDARD       MI.CC.SL.         ST ANDARD       MI.CC.SL.         ST ANDARD       S.         ST ANDARD       Comprehension and 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	STANDARD		Production and Distribution of Writing
EXPECTATION       and editing.         STRAND / STANDARD       MI.CC.W. Writing Standards         STANDARD       Range of Writing         GRADE LEVEL       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 / EXPECTATION       MI.CC.SL.         STRAND / STANDARD       MI.CC.SL.         STRAND / STANDARD       Comprehension and Collaboration         STANDARD       Comprehension and 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		W.3.4.	
ST ANDARD CATEGORY       3.         ST ANDARD       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.         ST RAND / ST ANDARD CATEGORY       MI.CC.SL. Speaking and Listening Standards 3.         ST ANDARD       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		W.3.5.	
GRADE LEVEL EXPECTATIONW.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.ST RAND / ST ANDARD CAT EGORYMI.CC.SL. Speaking and Listening Standards 3.ST ANDARD CAT EGORYComprehension and CollaborationGRADE LEVEL EXPECTATIONSL.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	STANDARD		Writing Standards
EXPECTATION       single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.         ST RAND / ST ANDARD CATEGORY       MI.CC.SL. Speaking and Listening Standards 3.         ST ANDARD       Comprehension and Collaboration         GRADE LEVEL EXPECTATION       SL.31.       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	STANDARD		Range of Writing
ST ANDARD       3.         CATEGORY       3.         ST ANDARD       Comprehension and Collaboration         GRADE LEVEL       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		W.3.10.	
GRADE LEVEL       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	STANDARD		Speaking and Listening Standards
EXPECTATION with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own	STANDARD		Comprehension and Collaboration
			with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own

EXPECTATION SL

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. 3.	Speaking and Listening Standards
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	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
EXPECTATION		clarification.

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

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

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

#### STRAND / MI.CC.L.3 Language Standards ST AND ARD CATEGORY .

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

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

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

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

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

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. 3.	Reading Standards for Informational Text
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Speaking and Listening Standards

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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.SL. 3.	Speaking and Listening Standards
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	MI.CC.L.3	Language Standards

ST AND ARD CATEGORY

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	 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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L	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 House, Part 2

Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010

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

STANDARD

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

STANDARD		Knowledge of Language
GRADE LEVEL L. EXPECTATION	.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.

# Nile River, Yangtze River

# Michigan Academic Standards Language Arts

Grade 3 - Adopted: 2010

ST RAND / ST ANDARD CAT EGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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).
ST RAND / ST ANDARD CAT EGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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.

# ST RAND / ST ANDARD CATEGORY

MI.CC.RF. Reading Standards: Foundational Skills 3.

STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION		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 /MI.CC.RF. Reading Standards: Foundational SkillsSTANDARD3.CATEGORY

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. 3.	Writing Standards
STANDARD		Production and Distribution of Writing
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. 3.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
	MLCC SI	Speaking and Listening Standards
STRAND / STANDARD CATEGORY	3.	

GRADE LEVEL	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
EXPECTATION		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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

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).

# Michigan Academic Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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).
ST RAND / ST ANDARD CAT EGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards: Foundational Skills
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 /	MI.CC.RF	Reading Standards: Foundational Skills

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

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. 3.	Writing Standards
STANDARD		Production and Distribution of Writing
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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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.

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

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.3.5. EXPECTATION	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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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).

# Roanoke, Part 1

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

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

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 /
<b>STANDARD</b>
CATEGORY

STANDARD		Craft and Structure
GRADE LEVEL	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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity

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

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STRAND /MI.CC.RF. Reading Standards: Foundational SkillsSTANDARD3.CATEGORY
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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. 3.	Writing Standards
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 / MI.CC.W. Writing Standards STANDARD 3. CATEGORY

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

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 /MI.CC.SL. Speaking and Listening StandardsSTANDARD3.CATEGORY

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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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.

# ST ANDARDConventions of Standard EnglishGRADE LEVEL<br/>EXPECT ATIONL.3.1.Demonstrate command of the conventions of standard English grammar and usage when writing or<br/>speaking.EXPECTATIONL.3.1(a)Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular<br/>sentences.EXPECTATIONL.3.1(d)Form and use regular and irregular verbs.

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

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

GRADE LEVEL EXPECT ATIONL.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.	STANDARD	Vocabulary Acquisition and Use

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

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

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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).

Roanoke, Part 2

Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010

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

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. 3.	Writing Standards
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. 3.	Writing Standards
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.
		Roman Colosseum
		Michigan Academic Standards Language Art s Grade 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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).
STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity

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

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

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.

ST RAND / ST ANDARD CAT EGORY 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 /	MI.CC.W.	Writing	Standards
STANDARD	3.		
CATEGORY			

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 EXPECT ATION	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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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.
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.
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).
		Roman Hoplite, American Quarter Horse
		Michigan Academic Standards Language Arts
		Grade <b>3</b> - Adopted: <b>2010</b>
STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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 /
<b>STANDARD</b>
CATEGORY

MI.CC.RF. Reading Standards: Foundational Skills

STANDARD	Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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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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. 3.	Writing Standards
STANDARD		Production and Distribution of Writing
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 /MI.CC.SL. Speaking and Listening StandardsSTANDARD3.CATEGORY

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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.SL. 3.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration

GRADE LEVELSL.3.2.Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and<br/>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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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 /	MI.CC.L.3	Language	Standards
STANDARD			

CATEGORY

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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 / MI.CC.L.3 Language Standards
STANDARD .
CATEGORY
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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).

# Rooster, Part 1

# Michigan Academic Standards

Language Arts

# Grade 3 - Adopted: 2010

		Grade 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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 3.	. Reading Standards: Foundational Skills
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.

# MI.CC.W. Writing Standards 3. ST RAND / ST ANDARD CATEGORY

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. 3.	Writing Standards
		Dongo of Writing

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

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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
EXPECTATION		clarification.

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

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

GRADE LEVEL       L.3.3.       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         EXPECTATION       Vse knowledge of language and its conventions when writing, speaking, reading, or listening.	STANDARD	Knowledge of Language
		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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 /	MI.CC.L.3 Language Standards
STANDARD	

# CATEGORY

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

Rooster, Part 2

# Language Arts

# Grade 3 - Adopted: 2010

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

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. 3.	Writing Standards
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. 3.	Writing Standards
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	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
EXPECTATION		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 Fox and the Crow, Part 1
		Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RL .3.	Reading Standards for Literature
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.RL .3.	Reading Standards for Literature
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 .3.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas

GRADE LEVELRL.3.7.Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g.,EXPECTATIONcreate mood, emphasize aspects of a character or setting).

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

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

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

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

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.

# ST RAND / ST ANDARD CAT EGORY

STANDARD		Comprehension and Collaboration
GRADE LEVEL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
EXPECTATION	51.3.1.	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. 3.	Speaking and Listening Standards
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.SL. 3.	Speaking and Listening Standards
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.

CT AND ADD		Veeebulery Acquisition and Use
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 .3.	Language Arts Grade 3 - Adopted: 2010 Reading Standards for Literature
STANDARD	-	Grade 3 - Adopted: 2010
ST AND ARD CAT EGORY	-	Grade 3 - Adopted: 2010 Reading Standards for Literature
ST ANDARD CATEGORY ST ANDARD GRADE LEVEL	.3.	Grade 3 - Adopted: 2010 Reading Standards for Literature Key Ideas and Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the
ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL GRADE LEVEL	<b>.3.</b> RL.3.1. RL.3.2.	Grade 3 - Adopted: 2010         Reading Standards for Literature         Key Ideas and Details         Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.         Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson,
ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	<b>.3.</b> RL.3.1. RL.3.2. <b>MI.CC.W.</b>	Grade 3 - Adopted: 2010         Reading Standards for Literature         Key Ideas and Details         Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.         Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST RAND / ST ANDARD CAT EGORY	<b>.3.</b> RL.3.1. RL.3.2. <b>MI.CC.W.</b>	Grade 3 - Adopted: 2010         Reading Standards for Literature         Key Ideas and Details         Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.         Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.         Writing Standards
ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	.3. RL.3.1. RL.3.2. MI.CC.W. 3.	Grade 3 - Adopted: 2010         Reading Standards for Literature         Key Ideas and Details         Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.         Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.         Writing Standards         Text Types and Purposes         Write narratives to develop real or imagined experiences or events using effective technique,

STRAND / STANDARD CATEGORY	MI.CC.W. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
ST AND ARD GRADE LEVEL EXPECTATION	SL.3.4.	Presentation of Knowledge and Ideas 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	SL.3.4. SL.3.6.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,
GRADE LEVEL EXPECTATION GRADE LEVEL	SL.3.6.	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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	SL.3.6.	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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY	SL.3.6. MI.CC.L.3	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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	SL.3.6. MI.CC.L.3	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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECT ATION	SL.3.6. MI.CC.L.3 L.3.1(a)	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.         Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST AND ARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION ST RAND / ST AND ARD	SL.3.6. MI.CC.L.3 L.3.1(a)	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.         Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST AND / ST AND ARD CAT EGORY ST AND ARD GRADE LEVEL EXPECTATION EXPECTATION ST AND ARD CAT EGORY	SL.3.6. MI.CC.L.3 L.3.1(a)	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.   Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   Language Standards   Conventions of Standard English   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   Language Standards

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

STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	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 .3.	Reading Standards for Literature
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.RL .3.	Reading Standards for Literature
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.RL .3.	Reading Standards for Literature
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.RF. Reading Standards: Foundational Skills

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

STRAND / STANDARD CATEGORY

3.

GRADE LEVEL EXPECTATIONRF.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 ar	nd derivational suffixes.

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

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

STANDARD		Fluency
GRADE LEVEL EXPECTATION		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 / MI.CC.W. Writing Standards STANDARD 3.

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

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

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 /MI.CC.SL. Speaking and Listening StandardsSTANDARD3.CATEGORY3.

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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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
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 <b>3</b> - Adopted: <b>2010</b>
STRAND / STANDARD CATEGORY	MI.CC.RL .3.	Reading Standards for Literature
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.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, GRADE LEVEL RL.3.2. EXPECTATION or moral and explain how it is conveyed through key details in the text.

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

ST ANDARD CATEGORY

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. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	Speaking and Listening Standards
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.

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

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

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

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

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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

Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards: Foundational Skills
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. 3.	Reading Standards: Foundational Skills
STANDARD		Fluency

Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION

RF.3.4.

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

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. 3.	Writing Standards
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.
STRAND / STANDARD CATEGORY	MI.CC.W. 3.	Writing Standards
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. 3.	Writing Standards
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. 3.	. Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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.
ST RAND / ST ANDARD CAT EGORY	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(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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

GRADE LEVEL L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	STANDARD		Knowledge of Language
	GRADE LEVEL 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 /	MI.CC.L.3 Language Standards
STANDARD	
CATEGORY	

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

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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
 MI.CC.L.3 Language Standards

 STANDARD
 Vocabulary Acquisition and Use

 GRADE LEVEL
 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

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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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 3.	Reading Standards: Foundational Skills
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. 3.	Writing Standards
STANDARD		Production and Distribution of Writing

GRADE LEVELW.3.4.With guidance and support from adults, produce writing in which the development and organization are appropriate to<br/>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. 3.	Writing Standards
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.SL 3.	. Speaking and Listening Standards
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.
ST RAND / ST ANDARD CAT EGORY	MI.CC.SL. 3.	Speaking and Listening Standards
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. 3.	Speaking and Listening Standards
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	B Language Standards
STANDARD		Knowledge of Language

GRADE LEVEL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION		
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).
		Treasure Map, Part 2
		Michigan Academic Standards Language Arts Grade 3 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.W. 3.	Writing Standards
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 / MI.CC.W. Writing Standards STANDARD 3. CATEGORY

ST ANDARD 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 /	MI.CC.W. Writing Standards
STANDARD	3.
CATEGORY	

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.

# ST RAND / ST ANDARD 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 / MI.CC.L.3 Language Standards ST ANDARD CATEGORY .

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

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

# William Penn, Part 1

# Michigan Academic Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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. 3.	Reading Standards for Informational Text
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 3.	. Reading Standards: Foundational Skills
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 / MI.CC.W. Writing Standards STANDARD 3. CATEGORY

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. 3.	Writing	Standards

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

STANDARD		Range of Writing
GRADE LEVEL	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 /	MI.CC.SL. Speaking and Listening Standards
STANDARD	3.
CATEGORY	

# **STANDARD Comprehension and Collaboration** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **GRADE LEVEL** SL.3.1. **EXPECTATION** with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and **EXPECTATION** SL.3.1(a) 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** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks SL.3.1(c) of others. EXPECTATION SL.3.1(d) Explain their own ideas and understanding in light of the discussion.

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

STANDARD		Comprehension and Collaboration
GRADE LEVEL	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 /
<b>STANDARD</b>
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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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

STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / MI.CC.L.3 Language Standards STANDARD . CATEGORY

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

GRADE LEVEL EXPECTATIONL.3.4.Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on 3 reading and content, choosing flexibly from a range of strategies.	ade

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

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

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).

# William Penn, Part 2

Michigan Academic Standards Language Arts

Grade 3 - Adopted: 2010

MI.CC.RF. Reading Standards: Foundational Skills 3.

STRAND /	
STANDARD	
CATEGORY	

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

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

STANDARD		Knowledge of Language
GRADE LEVEL LEXPECTATION	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.

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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).