

3rd Grade Standards 2019-2020

Items highlighted in blue are not on the report card

Skills for Successful Learners

- Demonstrates consistent effort
- Completes class work in a timely manner
- Follow through with at home practice
- Seeks help appropriately when needed
- Demonstrates independence
- Works cooperatively with adults
- Works collaboratively with peers
- Demonstrates appropriate behavior
- Resolves conflicts appropriately
- Organizes self and materials
- Produces quality work
- Follows directions
- Approaches learning with perseverance

English Language Arts - Reading

Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.

Describes characters and how their actions contribute to the sequence of events

Uses evidence from informational text to answer questions

Determines the main idea of informational text

Uses text features and search tools to locate information

Applies grade-level phonics and word analysis to decode words

Standards Taught:

Identify and know the meaning of the most common prefixes and derivational suffixes.

Decode words with common Latin suffixes.

Decode multisyllable words.

Read grade-appropriate irregularly spelled words.

Reads with accuracy and fluency to support comprehension

Standards Taught:

Read grade-level text with purpose and understanding.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts - Writing

Writes opinion pieces, supporting point of view with reasons

Standards Taught:

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Provide reasons that support the opinion.

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Provide a concluding statement or section.

Writes informative/explanatory texts

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Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Develop the topic with facts, definitions, and details.
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
Provide a concluding statement or section.

Writes narratives to develop experiences or events

Standards Taught:

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Use temporal words and phrases to signal event order.
Provide a sense of closure.

Conducts short research projects

English Language Arts - Language Usage

Engages effectively in collaborative discussions

Standards Taught:

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.

Asks and answers questions about information from a speaker

Reports on a topic, tells a story, or recounts an experience

Uses knowledge of language and its conventions when writing, speaking, reading, or listening.

Demonstrates understanding of figurative language, word relationships, and nuances in word meanings

Standards Taught:

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Mathematics

Represents and solves problems involving multiplication and division

Standards Taught:

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

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Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Understands properties of multiplication and the relationship with division

Standards Taught:

Apply properties of operations as strategies to multiply and divide.2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$

Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8

Multiplies and divides within 100

Standards Taught:

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Uses place value and properties of operations to perform multi-digit arithmetic

Standards Taught:

Use place value understanding to round whole numbers to the nearest 10 or 100.

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Develops understanding of fractions as numbers

Standards Taught:

Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Solves problems involving measurement and estimation

Standards Taught:

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Represents and interprets data

Standards Taught:

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Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Understands area and perimeter

Reasons with shapes and their attributes

Standards Taught:

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Applies Standards for Mathematical Practices in daily work

Standards Taught:

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically

Attend to precision.

Look for and make use of structure

Look for and express regularity in repeated reasoning

Science

Water and Climate: Interactive Scientific Investigations

Standards Taught:

Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Obtain and combine information to describe climates in different regions of the world.

Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Plan and conduct an investigation to describe and classify kinds of materials by their observable properties.

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Structures of Life: Interactive Scientific Investigations

Standards Taught:

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Construct an argument that some animals form groups that help members survive.

Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

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Use evidence to support the explanation that traits can be influenced by the environment.
Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Motion and Matter: Interactive Scientific Investigations

Standards Taught:

Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
Define a simple design problem that can be solved by applying scientific ideas about magnets.
Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Engineering, Technology, and Science Practices

Standards Taught:

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

Uses historical thinking to understand the past as it relates to Michigan

Standards Taught:

Describe the casual relationships between three events in Michigan's past (e.g. Erie Canal, more people came, statehood).
Use informational text and visual data to compare how American Indian
Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
Use a variety of sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
Describe how Michigan attained statehood.
Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

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Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. What happened? When did it happen? Who was involved? How and why did it happen? How does it relate to other events or issues in the past, in the present, or in the future? What is its

Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan.

Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.

Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). Please note during 1900-1950, these are the important topics on which to focus: Depression, Unions, World War II.

Use a variety of primary and secondary sources to construct an historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.

Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes Region.

Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources.

Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.

Shows understanding of Michigan physical and human geography

Standards Taught:

Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.

Use thematic maps to identify and describe the physical and human characteristics of Michigan.

Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.

Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).

Describe some of the current movements of goods, people, jobs or information to, from or within Michigan and explain reasons for the movements.

Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

Locate natural resources in Michigan and explain the consequences of their use.

Describe how people adapt to, use, and modify the natural resources of Michigan.

Understands the purposes of Michigan government and the role of citizens

Standards Taught:

Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

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Describe how Michigan state government reflects the principle of representative government.
Distinguish between the roles of state and local government.
Identify goods and services provided by the state government and describe how they are funded (e.g, taxes, fees, fines).
Identify the three branches of state government in Michigan and the powers of each.
Describe the purpose of the Michigan Constitution.
Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).

Identifies and analyzes public issues in Michigan

Standards Taught:

Identify public issues in Michigan that influence the daily lives of its citizens.
Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.
Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
Participate in projects to help or inform others.

Uses fundamental principles and concepts of economics to understand Michigan economic activity in a market economy

Standards Taught:

Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.
Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).
Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.

Health Education

Social and Emotional Health

Standards Taught:

Explain the benefits of positive friendships.
Describe the characteristics of positive role models.
Recognize that each person has unique talents and skills.
Describe ways people help each other.
Describe a unique talent or skill of oneself and one other person.
Explain ways to show acceptance of differences.
Analyze how friends influence others' behavior and well-being.
Demonstrate ways to express appreciation.
Demonstrate strategies for keeping positive friends.
Demonstrate how to confront annoying behavior.
Demonstrate the ability to support and respect people with differences.

Safety

Standards Taught:

Describe characteristics of safe and unsafe places.
Describe how to access help when feeling threatened.

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Demonstrate the proper wearing of a safety belt.
Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.
Analyze environments to determine whether they are safe places.
Analyze how one can influence safety belt and booster seat use of others.

Substance Abuse Education

Standards Taught:

Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.
Describe actions to take in a poison emergency.
Explain rules for safe use of medicines and household products, including those that can be inhaled.

Personal Health and Wellness

Standards Taught:

Explain the physical, emotional, and social importance of keeping the body clean.
Describe strategies to keep the body clean.

Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Exhibits responsible personal and social behavior that respects self and others.

Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
Actively engages in physical education with an appropriate level of effort.

Spanish

Cultural Understanding

Standards Taught:

Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Knowledge: Students reinforce and further their knowl
Comparing Languages: Students demonstrate understa
Comparing Cultures: Students demonstrate understand

Listening

Standards Taught:

I can understand introductions and greetings.
I can follow basic commands.
I can recognize the sound of a few letters when they are spoken or spelled out.
I can understand numbers up to 30.
I can understand color words.
I can recognize some common weather expressions.
I can recognize when I hear a date.
I can sometimes understand statements about family.

Speaking

Standards Taught:

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I can state my name.
I can express how I am feeling.
I can list the colors.
I can state my birthday.
I can describe a friend or family member.

Reading

Standards Taught:

I can understand when people introduce themselves.
I can understand basic greetings in a note or text message.
I can understand simple descriptions of people or objects.
I can identify activities and their times (on the hour) in my daily routine.
I can identify the days of the week.
I can identify family members.

Student engagement and/or participation

Character: Respect, Responsibility, Kindness

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Arts

Creating

Standards Taught:

Elaborate on an imaginative idea.

Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

Create personally satisfying artwork using a variety of artistic processes and materials.

Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

Elaborate visual information by adding details in an artwork to enhance emerging meaning.

Presenting

Standards Taught:

Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.

Identify exhibit space and prepare works of art including artists' statements, for presentation.

Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Responding

Standards Taught:

Speculate about processes an artist uses to create a work of art.

Determine messages communicated by an image.

Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Evaluate an artwork based on given criteria.

Connecting

Standards Taught:

Develop a work of art based on observations of surroundings.

Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Character: Respect, Responsibility, Kindness

Student engagement and/or participation

Music

Connect

Standards Taught:

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Respond

Standards Taught:

Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Perform

Standards Taught:

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When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy to ensemble performances.

Create

Standards Taught:

Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

Student engagement and/or participation

Character: Respect, Responsibility, Kindness

Engineering (BCS Only)

Concepts of Engineering Technology

Standards Taught:

Develops the knowledge and skills needed to function in an increasingly technological society.

Explores technology's impact on our global society and environment - past, present, and future.

Fosters an understanding of safe ethical behavior.

Develops an awareness of careers related to Engineering Technology.

Application of Engineering Technology

Standards Taught:

Develops creative and critical thinking skills.

Develops an appreciation for diversity through both team and individual effort.

Uses the design process with the practical applications of math and sciences in solving problems.

Fosters pride through creative expression.

Reinforces and extend communication skills, visual, written, and verbal.