

ND Lower School 3rd GRADE CURRICULUM

Last reviewed October 15, 2019

The six Transdisciplinary Themes explored throughout the Third Grade year include:

WHO WE ARE	HOW THE WORLD WORKS
WHERE WE ARE IN PLACE AND TIME	HOW WE ORGANIZE OURSELVES
HOW WE EXPRESS OURSELVES	SHARING THE PLANET

**See the Programme of Inquiry (POI) for unit specifics.*

Disciplines and IB Strands Include:

Math Strands

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

Science Strands

- Physical
- Earth
- Life

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Language Strands

- Oral Language
 - Listening
 - Speaking
- Visual Language
 - Viewing
 - Presenting
- Written Language
 - Reading
 - Writing

Religion

- Who we are as Catholics
- Forms and impacts of love and prayer
- Our relationship with God through the Sacrament of Healing
- God's system of laws for us to obey
- How the death and resurrection of Christ changed our lives

- Our responsibility as Catholics to spread Christ's teachings and the Catholic faith across the globe
- Memorize and understand prayers: Apostle's Creed, Act of Contrition, Prayer to Jesus, Prayer to the Holy Spirit
- Saints, Holy Days, Feasts and Seasons, Scripture

Math

Math Strands

- Data
- Measurement
- Geometry
- Operations
- Number

IB Strand	Objectives	Unit Taught
Data	<ul style="list-style-type: none"> • Organize data in tables and solve problems using the strategy make a table • Read and interpret data in a scaled picture graph and draw a picture graph to show data in a table • Read and interpret data in a scaled bar graph and draw a scaled bar graph to show data in a table or picture graph • Solve one and two step compare problems using data represented in scaled bar graphs • Read and interpret data in a line plot and use data to make a line plot 	<ul style="list-style-type: none"> • WWAIPT
Measurement	<p><u>Time</u></p> <ul style="list-style-type: none"> • Read, write, and tell time on analog and digital clocks to the nearest minute and decide when to use a.m. and p.m • Use a number line or an analog clock to measure time intervals in minutes and to add or subtract time intervals to find starting times or ending times • Solve problems involving addition and subtraction of time intervals by using the strategy draw a diagram <p><u>Length, Liquid Volume and Mass</u></p> <ul style="list-style-type: none"> • Measure length to the nearest half or fourth inch and use measurement data to make a line plot • Estimate and measure liquid volume in liters and mass in grams and kilograms • Solve problems involving liquid volumes or mass <p><u>Perimeter and Area</u></p> <ul style="list-style-type: none"> ○ Estimate, measure, and find perimeter and area of polygons ○ Find the unknown length of a side of polygon when you know its perimeter ○ Explore perimeter and area as attributes of polygons ○ Solve area problems by using the strategy find a pattern ○ Apply the Distributive Property to find the area of combined rectangles ○ Compare rectangles that have the same perimeter or have the same area 	<ul style="list-style-type: none"> • STP
Geometry	<p><u>Two-Dimensional Shapes</u></p> <ul style="list-style-type: none"> ○ Identify and describe attributes of plane shapes ○ Describe, compare and classify quadrilaterals based on their sides and angles and draw quadrilaterals ○ Describe angles and line segments in plane shapes ○ Describe and compare triangles based on the number of sides that have equal length and by their angles ○ Solve problems by using the strategy draw a diagram to classify plane shapes 	<ul style="list-style-type: none"> • STP

IB Strand	Objectives	Unit Taught
Operations	<ul style="list-style-type: none"> ○ Partition shapes into parts with equal areas and express the area as a unit fraction of the whole <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> ○ Use compatible numbers and rounding to estimate sums and differences ○ Use a variety of strategies to find sums and differences mentally ○ Use the Commutative and Associative Properties of Addition to add more than two addends ○ Use a variety of strategies to add and subtract 3 digit numbers ○ Solve addition and subtraction problems by using the strategy draw a diagram <p><u>Multiplication</u></p> <ul style="list-style-type: none"> ○ Learn multiplication facts from 0-12 ○ Model and skip count objects in equal groups or on a number line to find how many there are ○ Write an addition sentence and a multiplication sentence for a model ○ Solve one and two step problems by using the strategy draw a diagram ○ Use arrays to model products and factors ○ Model the Commutative Property of Multiplication and use it to find products ○ Model multiplication with the factors 1 and 0 ○ Use a variety of strategies to multiply with the factors 2,3,4,5,6,7,8,9 and 10 ○ Use the Distributive Property to find products by breaking apart arrays ○ Use the Associative Property of Multiplication to multiply with three factors ○ Identify and explain patterns on the multiplication table ○ Use the Distributive Property to find products ○ Solve multiplication problems by using the strategy make a table ○ Identify and describe a number pattern shown in a function table ○ Use an array or a multiplication table to find an unknown factor ○ Solve multiplication problems by using the strategy draw a diagram ○ Use base ten blocks, a number line, or place value to multiply with multiples of 10 ○ Model and record multiplication with multiples of 10 <p><u>Division</u></p> <ul style="list-style-type: none"> ○ Solve division problems by using the strategy act it out ○ Use models to explore the meaning of sharing and measurement division ○ Model division by using equal groups and bar models ○ Use repeated subtraction and a number line to relate subtraction to division ○ Relate multiplication and division as inverse operations and write related multiplication and division facts ○ Divide using the rules for 1 and 0 ○ Use a variety of strategies to divide by 1, 2,3,4,5,6,7,8,9 and 10 ○ Solve 2 step problems by using the strategy act it out ○ Perform operations in order when there are no parentheses 	<ul style="list-style-type: none"> • WWA IPT • All Phases • WWA, HWO, STP

	<u>Fractions</u> <ul style="list-style-type: none"> ○ Explore and identify equal parts of a whole ○ Divide models to make equal shares ○ Read, write, and model fractions that represent one part of a whole and more than one part of a whole that is divided into equal parts ○ Represent and locate fractions on a number line ○ Relate fractions and whole numbers by expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers ○ Model, read, write and find fractional parts of a group ○ Solve fraction problems by using the strategy draw a diagram ○ Solve comparison problems by using the strategy act it out ○ Compare and order fractions with the same denominator or with the same numerator by using models and reasoning strategies ○ Model equivalent fractions by folding paper, using area models, and using number lines and generate equivalent fractions by using models 	<ul style="list-style-type: none"> • • <p style="text-align: center;">HWOO</p>
<p style="text-align: center;">Number</p>	<u>Place Value, Compare, Order and Rounding</u> <ul style="list-style-type: none"> ○ Identify place value through hundred thousands ○ Use compatible numbers and rounding to estimate sums and differences ○ Round 2 and 3 digit numbers to the nearest ten and hundred ○ Identify and describe whole-number patterns to solve problems 	<ul style="list-style-type: none"> • WWAIPT, WWA

IB Strand	Objectives	Unit Taught
Earth and Space	Weather and Climate <ul style="list-style-type: none"> • Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-1 • Obtain and combine information to describe climates in different regions of the world. 3-ESS2-2 • Make a claim about the merit of a design solution that reduces the impacts of a weather related hazard. 3-ESS3-1 	<ul style="list-style-type: none"> • STP
Living Things	Interdependent Relationships in Ecosystems <ul style="list-style-type: none"> • Construct an argument that some animals form groups that help members survive. • Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-1 • 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. 3-LS4-3 • 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. 3-LS4-4 	<ul style="list-style-type: none"> • HWOO • WWW, WWAIPAT • HWOO • HWOO • WWA
Living Things	Inheritance and Variation of Traits: Life Cycles and Traits <ul style="list-style-type: none"> • Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS-1 • 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. 3-LS3-1 • Use evidence to support the explanation that traits can be influenced by the environment. 3-LS-2 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. 	<ul style="list-style-type: none"> • WWAIPT • WWA • HWOO
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Social Studies

Social Studies Strands

- Human Systems and Economic Activities (i.e. government)
- Social Organization and Culture (i.e. cultures)
- Continuity and Change Through Time (i.e. historical information)
- Human and Natural Environments (i.e. landforms and regions)
- Resources and Environments (i.e. machines, assembly lines, inventions)

(Aligned with Michigan Association of Intermediate School Administrators)-MAISA

IB Strand	Objective	Unit Taught	
Continuity and Change Through Time	Michigan History <i>3 - H3.0.1:</i> Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).	WWA IPT	
	<i>3 - H3.0.2:</i> Explain how historians use primary and secondary sources to answer questions about the past.	WWA	
	<i>3 - H3.0.3:</i> Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).	WWA	
	Social Organization and Culture	<i>3 - H3.0.4:</i> Draw upon traditional stories of American Indians (e.g., Anishinaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	WWA IPT
		<i>3 - H3.0.5:</i> Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	WWA IPT
		<i>3 - H3.0.6:</i> Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.	WWA
		<i>3 - H3.0.7:</i> Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	WWA
		<i>3 - H3.0.9:</i> Describe how Michigan attained statehood.	WWA IPT
		<i>3 - H3.0.10:</i> Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	WWA
		<i>3 - G4.0.4:</i> 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.	WWA IPT
Resources and Environments		Michigan Geography <i>2 - G2.0.2:</i> Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	STP
	<i>3 - G1.0.1:</i> Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	WWA/HTWW	
	<i>3 - G1.0.2:</i> Use thematic maps to identify and describe the physical and human characteristics of Michigan.	WWA IPT	
	Human and <i>3 - G2.0.1:</i> Use a variety of visual materials and data sources to describe ways in which	WWA/STP	

<p>Natural Environments</p> <p>Human Systems and Economic Activities</p>	<p>Michigan can be divided into regions.</p> <p>3 - G2.0.2: Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).</p> <p>3 - G4.0.3: Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements.</p> <p>3 - G5.0.1: Locate natural resources in Michigan and explain the consequences of their use.</p> <p>3 - G5.0.2: Describe how people adapt to, use, and modify the natural resources of Michigan.</p>	<p>WWA/STP</p> <p>HTWW</p> <p>HWEO</p>
IB Strand	Objective	Unit Taught
<p>Human Systems and Economic Activities</p>	<p>Michigan Economy</p> <p>3 - E1.0.3: Analyze how Michigan’s location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).</p> <p>3 – H3.0.1: Identify questions that historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).</p> <p>3 - G4.0.2: Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors).</p> <p>3 - G4.0.4: Give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage (portions omitted).</p> <p>3 - E1.0.4: Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>4-H3.0.5: Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.</p> <p>4-H3.0.6: Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan.</p> <p>4- H3.0.8 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.</p>	<p>HTWW</p> <p>HTWW</p> <p>HTWW/HWEO</p> <p>HTWW, HWEO</p> <p>HWEO</p> <p>HTWW</p> <p>HTWW, HWEO</p>
<p>Human Systems and Economic Activity</p>	<p>Economics</p> <p>3 - E1.0.1: Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.</p> <p>3 - E1.0.2: Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.</p> <p>3 - E1.0.4: Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.</p> <p>3 - E1.0.5: Explain the role of business development in Michigan’s economic future.</p> <p>3 - E2.0.1: Using a Michigan example, describe how specialization leads to increased</p>	<p>HWEO, WWA</p>

	<p>interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).</p> <p><i>3 - E3.0.1:</i> Identify products produced in other countries and consumed by people in Michigan.</p> <p><i>3 - G4.0.1:</i> Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities.</p> <p><i>3 - C3.0.2:</i> Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).</p>	
Resources and the Environment	<p>Government</p> <p><i>3- C1.0.1:</i> 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).</p> <p><i>3- C2.0.1:</i> Describe how Michigan state government reflects the principle of representative government.</p> <p><i>3 - C3.0.1:</i> Distinguish between the roles of state and local government.</p> <p><i>3 - C3.0.3:</i> Identify the three branches of state government in Michigan and the powers of each.</p> <p><i>3 - C3.0.4:</i> Explain how state courts function to resolve conflict.</p> <p><i>3 - C3.0.5:</i> Describe the purpose of the Michigan Constitution.</p> <p><i>3 - C5.0.1:</i> 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).</p> <p>Public Discourse, Decision Making and Citizen Involvement</p> <p>Identifying and Analyzing Issues</p> <ul style="list-style-type: none"> • 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 <p>Persuasive Communication about a Public Issue</p> <ul style="list-style-type: none"> • Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument <p>Citizen Involvement</p> <ul style="list-style-type: none"> • Develop and implement an action plan and know how, when and where to address or inform others about a public issue • Participate in projects to help or inform others 	<p>WWA</p> <p>HWOO</p>

Reading

Language Strands

- Oral Language
 - Listening
 - Speaking
- Visual Language
 - Viewing
 - Presenting
- Written Language
 - Reading
 - Writing

IB Strand	Objectives	Unit Taught
Launching Strong Reading	<p>Literature</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>Reading: Foundational Skills</p> <p>Fluency</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and	<ul style="list-style-type: none">• WWAIPT, HTW, HWO, WWA, HWO <p>ALL</p>

	<p>expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening</p> <p><u>Comprehension and Collaboration</u></p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d. Explain their own ideas and understanding in light of the discussion.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	ALL
<p>Understanding Characters</p>	<p><u>Literature</u></p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>WWAIPAT, HTWW, HWOO, WWA</p>

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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Phonics and Word Recognition

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

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ALL

<p>Mixed Genre Series Club</p>	<p><u>Literature</u></p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>Reading: Foundational Skills</p> <p><u>Fluency</u></p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading</p>	<p>HTWW, WWAIPT, HWEO</p> <p>WWA</p> <p>ALL</p>
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	<p>as necessary.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	
<p>Informational Reading</p>	<p><u>Informational Text</u> Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize</p>	<p>HWO0, WWA IPT</p>

	<p>the key supporting details and ideas.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>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.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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).</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>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).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>Reading: Foundational Skills</p> <p>Fluency</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Speaking and Listening</u></p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations</p>	<p>ALL</p>
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	<p>with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	
<p>Poetry</p>	<p>Literature</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a</p>	<p>WWA</p>

text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

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

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

ALL

	<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	
<p>Informal Research Club</p>	<p><u>Informational Text</u> Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>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.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including</p>	<p>STP</p>

visually and quantitatively, as well as in words.

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).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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.

Reading: Foundational Skills

Fluency

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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.

SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow

All

	<p>the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>WWAIP,HWEO,</p>
	<p>Metacognition</p> <ul style="list-style-type: none"> • Self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting; constructing mental images; visually representing ideas in text; questioning; re-reading or listening again if uncertain about meaning; inferring; and summarizing • Plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning (e.g. decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns 	<ul style="list-style-type: none"> • HWO • HWO
	<p>Critical Standards</p> <ul style="list-style-type: none"> • Develop, discuss and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of students' own writing and the writing of others 	<ul style="list-style-type: none"> • HWEO and HWO

Writing

IB Strand	Objective	Unit Taught
	<p>Writing Genre</p> <ul style="list-style-type: none"> • Write a cohesive narrative piece such as realistic fiction using setting, actions and thoughts that reveal important character traits • Write poetry based on reading a wide variety of grade-appropriate poetry • Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g. compare/contrast, cause/effect, problem/solution) with a title, heading and table of contents • Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument • Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; use a variety of resources to gather and organize information 	<ul style="list-style-type: none"> • HWEO • HTWW • WWAIPAT • HWEO • STP
	<p>Writing Process</p> <ul style="list-style-type: none"> • Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece • Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate sequence and structure ideas • Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading, including varying patterns and/or organizational text structures • Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g. arranging paragraphs, connecting main and supporting ideas, transitions) • Proofread and edit writing using appropriate resources (e.g. dictionary, spell check, writing references) and grade-level checklists, both individually and in groups 	<ul style="list-style-type: none"> • ALL •
	<p>Grammar and Usage</p> <ul style="list-style-type: none"> • Use subjects and verbs that are in agreement • Identify and use irregular verb tenses • Identify and use singular and plural nouns and possessives • Identify and use comparative adjectives • Identify and use commas in a series • Identify and use quotation marks and capitalization in dialogue 	<ul style="list-style-type: none"> • ALL •

Religion

Unit of Study	Objectives	Unit Taught
The Church is One	<ul style="list-style-type: none"> • Experience sharing good news • Describe the unity of the Church • Understand Baptism and Confirmation • Identify ways we have been healed from others 	<ul style="list-style-type: none"> • WWA • WWAIPAT • WWA/ WWAIPAT • WWAIPAT
The Church is Holy	<ul style="list-style-type: none"> • Understand that Jesus forgives us for our sins • Explore the meaning of “Catholic” • Describe ways to be compassionate and merciful 	<ul style="list-style-type: none"> • WWAIPAT • WWA • WWA
The Church is catholic	<ul style="list-style-type: none"> • Discuss the gift of water • Describe ways to be accepting of all people • Pray to the Holy Spirit for an attitude of openness 	<ul style="list-style-type: none"> • HTWW • HWEO • HWEO
The Church Has a Mission to the World	<ul style="list-style-type: none"> • Learn about the kingdom of God • Relate concepts of justice to the kingdom • Pray to be signs of God’s kingdom 	<ul style="list-style-type: none"> • HTWW • HTWW • WWA, HWEO
Prayers	<ul style="list-style-type: none"> • Demonstrate the ability to recite the Prayer of Sorrow • Demonstrate the ability to recite the Prayer to Jesus Christ in the Eucharist • Demonstrate the ability to recite the Prayer to the Holy Spirit 	<ul style="list-style-type: none"> • HWEO, WWAIPAT • HWEO, WWAIPAT • HWEO, WWAIPAT

Health

(Aligned with the Michigan Model for Health K-5 Scope and Sequence)

Topics	Objectives	Unit Taught
Social and Emotional Health	<ul style="list-style-type: none"> • Positive role models and friends • Making and keeping friends • Everyone has special talents • Respecting differences • Helping others by protecting them from bullies • Helping others and getting help • Expressing thanks and appreciation • Expressing annoyance respectfully 	WWAIPAT
Nutrition and Physical Activity	<ul style="list-style-type: none"> • Magic Numbers: 5 and 60 • Food advertising and impact on eating • Three types of physical activity • Developing a plan to be physically active 	HWEO

	<ul style="list-style-type: none"> • Advocate for healthy eating and daily activity 	
Safety	<ul style="list-style-type: none"> - Three keys to passenger safety: safety belts, booster seats, back seat - Safety belt smarts - Identifying and responding to unsafe situations - Street smarts: internet, personal, safety, weapon 	HTWW
Alcohol , Tobacco and other Drugs	<ul style="list-style-type: none"> - Medicines and poisons - Negative effects of tobacco use - Tobacco and media - Alcohol and alcoholism - Positive influences - Refusal skills 	HWOO
Personal Wellness	<ul style="list-style-type: none"> - Basic hygiene: Care of the Body - Hand washing GERMS - Planning for good hygiene 	WWA