

Main Criteria: Adventures in Writing
Secondary Criteria: Minnesota Academic Standards
Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Minnesota Academic Standards

Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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INDICATORS OF PROGRESS a. 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
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INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.2.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS . 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS 3.10.1.1.h. Use coordinating and subordinating conjunctions.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS . 3.10.2.2.a Capitalize appropriate words in titles.

INDICATORS OF PROGRESS . 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATORS OF PROGRESS 3.10.2.2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS . 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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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Minnesota Academic Standards
Language Arts
Grade 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.2.7.7.	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).
INDICATORS OF PROGRESS / STRAND	3.2.8.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.2.10.10.	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.
INDICATORS OF PROGRESS	3.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	3.3.0.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATORS OF PROGRESS	3.3.0.3.b.	Decode words with common Latin suffixes.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS	3.3.0.4.a.	Read on-level text with purpose and understanding.
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INDICATORS OF PROGRESS	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	3.6.6.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.

INDICATORS OF PROGRESS	3.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.2.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS . 3.10.2.2.a Capitalize appropriate words in titles.

INDICATORS OF PROGRESS . 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATORS OF PROGRESS . 3.10.2.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS . 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS . 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS . 3.10.4.4.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).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
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INDICATORS OF PROGRESS . 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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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**Minnesota Academic Standards
Language Arts
Grade 3 - Adopted: 2010**

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND	3.2.8.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CONTENT STANDARD / DOMAIN	MN.3.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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.
INDICATORS OF PROGRESS	3.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.3.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	3.3.0.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATORS OF PROGRESS	3.3.0.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD / DOMAIN	MN.3.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	3.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

INDICATORS OF PROGRESS 3.W.2.d. Provide a concluding statement or section.

CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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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INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS 3.8.1.1.d. Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 3.8.2.2. 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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.8.4.4. 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.

INDICATORS OF PROGRESS / STRAND 3.8.6.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS 3.10.1.1.d Form and use regular and irregular verbs.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS 3.10.2.2.a Capitalize appropriate words in titles.

INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	3.10.4.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS	3.10.5.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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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INDICATORS OF PROGRESS 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
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INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	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.
INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS . 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS . 3.10.2.2.a Capitalize appropriate words in titles.

INDICATORS OF PROGRESS . 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATORS OF PROGRESS . 3.10.2.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS . 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS . 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.6.6.	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).

John Muir

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	3.2.2.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	3.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.2.7.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATORS OF PROGRESS / STRAND	3.2.8.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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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INDICATORS OF PROGRESS	3.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
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INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS	3.3.0.4.a.	Read on-level text with purpose and understanding.
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INDICATORS OF PROGRESS	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details.
INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	3.6.4.4.	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.)
INDICATORS OF PROGRESS / STRAND	3.6.6.6.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	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.
INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
INDICATORS OF PROGRESS	3.10.2.2.b	Use commas in addresses.
INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.6.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Leif Eriksson

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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INDICATORS OF PROGRESS 3.2.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

INDICATORS OF PROGRESS 3.W.2.d. Provide a concluding statement or section.

CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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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INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS 3.8.1.1.d. Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 3.8.2.2. 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.

CONTENT STANDARD / DOMAIN MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.8.4.4. 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.

INDICATORS OF PROGRESS / STRAND 3.8.6.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
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INDICATORS OF PROGRESS	3.10.1.1.f	Ensure subject-verb and pronoun-antecedent agreement.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
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INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Magnets

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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INDICATORS OF PROGRESS a. 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN MN.3.3. Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
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INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details.
INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	3.6.4.4.	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.)
INDICATORS OF PROGRESS / STRAND	3.6.6.6.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	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.
INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
INDICATORS OF PROGRESS	3.10.1.1.f	Ensure subject-verb and pronoun-antecedent agreement.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.6.6.	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).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

INDICATORS OF PROGRESS / STRAND 3.2.9.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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INDICATORS OF PROGRESS 3.2.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND 3.6.8.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.

INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	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.
INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

Minnesota Academic Standards
Language Arts
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CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details.
INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS 3.10.1.1.d Form and use regular and irregular verbs.

INDICATORS OF PROGRESS 3.10.1.1.f Ensure subject-verb and pronoun-antecedent agreement.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

My Friend, Part 1

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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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INDICATORS OF PROGRESS	3.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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INDICATORS OF PROGRESS	3.8.1.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.6.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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My Friend, Part 2

**Minnesota Academic Standards
Language Arts
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	3.6.6.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS 3.10.1.1.d Form and use regular and irregular verbs.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 3.10.2.2.a Capitalize appropriate words in titles.

INDICATORS OF PROGRESS 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATORS OF PROGRESS 3.10.2.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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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INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.6.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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My House, Part 2

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

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details.
INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	3.6.4.4.	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.)
INDICATORS OF PROGRESS / STRAND	3.6.6.6.	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.
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

Nile River, Yangtze River

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.2.7.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATORS OF PROGRESS / STRAND	3.2.8.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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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INDICATORS OF PROGRESS	3.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
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INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATORS OF PROGRESS	3.3.0.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATORS OF PROGRESS	3.3.0.3.b.	Decode words with common Latin suffixes.
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CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
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INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS	3.3.0.4.a.	Read on-level text with purpose and understanding.
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INDICATORS OF PROGRESS	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.

INDICATORS OF PROGRESS	3.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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INDICATORS OF PROGRESS	3.8.1.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
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INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.2.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS . 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS . 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS . 3.10.4.4.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).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS . 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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).

Orchestra and Conductor

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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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INDICATORS OF PROGRESS 3.2.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATORS OF PROGRESS 3.3.0.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

INDICATORS OF PROGRESS 3.3.0.3.b. Decode words with common Latin suffixes.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.

INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS 3.8.1.1.d. Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 3.8.2.2. 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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.8.4.4. 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.

INDICATORS OF PROGRESS / STRAND 3.8.6.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS . 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS . 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

INDICATORS OF PROGRESS . 3.10.4.4.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).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS . 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

INDICATORS OF PROGRESS / STRAND 3.2.9.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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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INDICATORS OF PROGRESS 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN MN.3.3. Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
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INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	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.)
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	3.6.8.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS . 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

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

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

INDICATORS OF PROGRESS 3.W.2.d. Provide a concluding statement or section.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	3.6.6.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
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INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

Roman Colosseum

Minnesota Academic Standards
Language Arts
Grade 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Key Ideas and Details

INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Craft and Structure

INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

CONTENT STANDARD / DOMAIN MN.3.2. Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND

3.2.10.10.

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.

INDICATORS OF PROGRESS a. 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS 3.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.

INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS 3.8.1.1.d. Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 3.8.2.2. 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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.8.6.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 3.10.2.2.a Capitalize appropriate words in titles.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

**Minnesota Academic Standards
Language Arts
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
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INDICATORS OF PROGRESS 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.

INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS 3.8.1.1.d. Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.2.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
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INDICATORS OF PROGRESS . 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

Minnesota Academic Standards
Language Arts
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.1.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.2.7.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATORS OF PROGRESS / STRAND	3.2.8.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
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INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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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INDICATORS OF PROGRESS	3.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
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INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATORS OF PROGRESS	3.3.0.4.a.	Read on-level text with purpose and understanding.
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INDICATORS OF PROGRESS	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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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INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS 3.8.1.1.d. Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 3.8.2.2. 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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.8.4.4. 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.

INDICATORS OF PROGRESS / STRAND 3.8.6.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS 3.10.1.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS 3.10.1.1.d Form and use regular and irregular verbs.

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.6.6.	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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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

INDICATORS OF PROGRESS 3.W.2.d. Provide a concluding statement or section.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS 3.10.1.1.d Form and use regular and irregular verbs.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS 3.10.2.2.a Capitalize appropriate words in titles.

INDICATORS OF PROGRESS 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATORS OF PROGRESS 3.10.2.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

The Fox and the Crow, Part 1

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

CONTENT STANDARD / DOMAIN **MN.3.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	3.1.1.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATORS OF PROGRESS / STRAND	3.1.2.2.	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.

INDICATORS OF PROGRESS / STRAND	3.1.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CONTENT STANDARD / DOMAIN	MN.3.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	3.1.4.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
INDICATORS OF PROGRESS / STRAND	3.1.6.6.	Distinguish their own point of view from that of the narrator or those of the characters.
CONTENT STANDARD / DOMAIN	MN.3.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.1.7.7.	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).
CONTENT STANDARD / DOMAIN	MN.3.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.1.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
INDICATORS OF PROGRESS	3.1.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.3.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS	3.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATORS OF PROGRESS	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	3.6.4.4.	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.)
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	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.
INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

Minnesota Academic Standards
Language Arts
Grade 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN MN.3.1. Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.1.1.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

INDICATORS OF PROGRESS / STRAND 3.1.2.2. 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.

CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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INDICATORS OF PROGRESS 3.W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS OF PROGRESS 3.W.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

INDICATORS OF PROGRESS / STRAND 3.6.5.5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 41-42.)

INDICATORS OF PROGRESS / STRAND 3.6.6.6. 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.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS OF PROGRESS 3.6.10.10. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.8.4.4. 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.

INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
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INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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The Theft of Thor's Hammer, Part 1

CONTENT STANDARD / DOMAIN **MN.3.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	3.1.1.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATORS OF PROGRESS / STRAND	3.1.2.2.	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.
INDICATORS OF PROGRESS / STRAND	3.1.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CONTENT STANDARD / DOMAIN **MN.3.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	3.1.4.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
INDICATORS OF PROGRESS / STRAND	3.1.6.6.	Distinguish their own point of view from that of the narrator or those of the characters.

CONTENT STANDARD / DOMAIN **MN.3.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.1.7.7.	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).

CONTENT STANDARD / DOMAIN **MN.3.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.1.10.10.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

INDICATORS OF PROGRESS 3.1.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN MN.3.3. **Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Phonics and Word Recognition

INDICATORS OF PROGRESS / STRAND

3.3.0.3.

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

INDICATORS OF PROGRESS

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

INDICATORS OF PROGRESS

3.3.0.3.b. Decode words with common Latin suffixes.

CONTENT STANDARD / DOMAIN MN.3.3. **Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Fluency

INDICATORS OF PROGRESS / STRAND

3.3.0.4.

Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS

3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS

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

CONTENT STANDARD / DOMAIN MN.3.6. **Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Text Types and Purposes

INDICATORS OF PROGRESS / STRAND

3.6.3.3.

Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATORS OF PROGRESS

3.W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS OF PROGRESS

3.W.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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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INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS 3.8.1.1.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).

INDICATORS OF PROGRESS 3.8.1.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS 3.8.1.1.d. Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND 3.8.2.2. 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.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.8.4.4. 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.

INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	3.10.4.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS	3.10.5.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.6.6.	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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The Theft of Thor's Hammer, Part 2

Minnesota Academic Standards
Language Arts
Grade 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN **MN.3.1. Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	3.1.1.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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INDICATORS OF PROGRESS / STRAND	3.1.2.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
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CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
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INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATORS OF PROGRESS	3.3.0.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATORS OF PROGRESS	3.3.0.3.b.	Decode words with common Latin suffixes.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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INDICATORS OF PROGRESS	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATORS OF PROGRESS	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	3.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 41-42.)
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INDICATORS OF PROGRESS / STRAND	3.6.6.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.10.1 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.
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INDICATORS OF PROGRESS	3.6.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS . 3.10.1.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

INDICATORS OF PROGRESS . 3.10.1.1.d Form and use regular and irregular verbs.

INDICATORS OF PROGRESS 3.10.1.1.f Ensure subject-verb and pronoun-antecedent agreement.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS . 3.10.2.2.a Capitalize appropriate words in titles.

INDICATORS OF PROGRESS . 3.10.2.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

INDICATORS OF PROGRESS 3.10.2.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS . 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS . 3.10.4.4.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

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.2.10.10.	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.

INDICATORS OF PROGRESS 3.2.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATORS OF PROGRESS 3.3.0.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

INDICATORS OF PROGRESS 3.3.0.3.b. Decode words with common Latin suffixes.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATORS OF PROGRESS	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATORS OF PROGRESS	3.W.2.b.	Develop the topic with facts, definitions, and details.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	3.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CONTENT STANDARD / DOMAIN	MN.3.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	3.6.4.4.	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.)
INDICATORS OF PROGRESS / STRAND	3.6.6.6.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	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.
INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.

INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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INDICATORS OF PROGRESS	3.10.4.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

INDICATORS OF PROGRESS	3.10.5.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.6.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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Treasure Map, Part 1

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

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND	3.2.1.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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INDICATORS OF PROGRESS / STRAND	3.2.2.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND	3.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.2.7.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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INDICATORS OF PROGRESS / STRAND	3.2.8.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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.

INDICATORS OF PROGRESS 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.

INDICATORS OF PROGRESS 3.8.1.1.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.

INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
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INDICATORS OF PROGRESS / STRAND	3.8.2.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
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INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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INDICATORS OF PROGRESS . 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
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INDICATORS OF PROGRESS . 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

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

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

INDICATORS OF PROGRESS 3.W.2.d. Provide a concluding statement or section.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	3.6.4.4.	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.)
INDICATORS OF PROGRESS / STRAND	3.6.6.6.	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.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 3.10.3.3.a Choose words and phrases for effect.

William Penn, Part 1

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

CONTENT STANDARD / DOMAIN MN.3.2. **Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
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INDICATORS OF PROGRESS / STRAND 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

CONTENT STANDARD / DOMAIN MN.3.2. **Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 3.2.4.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CONTENT STANDARD / DOMAIN MN.3.2. **Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 3.2.7.7. 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).

INDICATORS OF PROGRESS / STRAND 3.2.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

INDICATORS OF PROGRESS / STRAND 3.2.9.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT STANDARD / DOMAIN **MN.3.2. Reading Benchmarks: Informational Text K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	3.2.10.1 0.	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.

INDICATORS OF PROGRESS 3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.
a.

CONTENT STANDARD / DOMAIN **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS 3.3.0.4.a. Read on-level text with purpose and understanding.

INDICATORS OF PROGRESS 3.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND 3.6.4.4. 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.)

CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
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INDICATORS OF PROGRESS / STRAND 3.6.8.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CONTENT STANDARD / DOMAIN **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.1.1.	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.
INDICATORS OF PROGRESS	3.8.1.1.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.
INDICATORS OF PROGRESS	3.8.1.1.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).
INDICATORS OF PROGRESS	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATORS OF PROGRESS	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	3.8.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	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.
INDICATORS OF PROGRESS / STRAND	3.8.6.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.3.10	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
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INDICATORS OF PROGRESS 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. 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

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

CONTENT STANDARD / DOMAIN MN.3.3. Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
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INDICATORS OF PROGRESS / STRAND	3.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATORS OF PROGRESS 3.3.0.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

INDICATORS OF PROGRESS 3.3.0.3.b. Decode words with common Latin suffixes.

CONTENT STANDARD / DOMAIN MN.3.6. Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
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INDICATORS OF PROGRESS / STRAND	3.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATORS OF PROGRESS 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

INDICATORS OF PROGRESS 3.W.2.b. Develop the topic with facts, definitions, and details.

INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.
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CONTENT STANDARD / DOMAIN **MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATORS OF PROGRESS / STRAND	3.6.6.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATORS OF PROGRESS	3.10.1.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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INDICATORS OF PROGRESS	3.10.1.1.d	Form and use regular and irregular verbs.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
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INDICATORS OF PROGRESS / STRAND	3.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATORS OF PROGRESS	3.10.2.2.a	Capitalize appropriate words in titles.
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INDICATORS OF PROGRESS	3.10.2.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATORS OF PROGRESS	3.10.2.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	3.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS . 3.10.3.3.a Choose words and phrases for effect.

CONTENT STANDARD / DOMAIN **MN.3.10 Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	3.10.4.4	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.

INDICATORS OF PROGRESS . 3.10.4.4.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).