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

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| STANDARD |
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E INDICATOR / DOMAIN COMPONENT

MN.3.2. Reading Benchmarks: Informational Text K-5

| STANDARD / DOMAIN | | |
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| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC F INDICATOR / | | 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | 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. |

/ STRAND

| CONTENT | |
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| STANDARD. | ı |
| DOMAIN | |

MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

| DOMPART | | |
|--|------------|--|
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |
|--|-------------|---|
| 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Conventions of Standard English |
| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase. OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT 3.10.5.5. **INDICATORS** Demonstrate understanding of word relationships and nuances in word meanings to develop word OF consciousness. PROGRESS / **STRAND INDICATORS** 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 3.10.6.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and OF PROGRESS phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for / STRAND Dolphins Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 Reading Benchmarks: Informational Text K-5 CONTENT MN.3.2. STANDARD / **DOMAIN PERFORMANC** Key Ideas and Details E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 3.2.2.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. OF PROGRESS / STRAND

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3

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OF PROGRESS

MN.3.2.

3.2.4.4.

Reading Benchmarks: Informational Text K-5

Craft and Structure

topic or subject area.

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| STANDARD | |
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MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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). |
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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. |
| 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |

| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Knowledge of Language |
| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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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| | | Minnesota Academic Standards Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / DOMAIN | MN.3.2. | Reading Benchmarks: Informational Text K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICAT OR / DOMAIN COMPONENT | | Range of Reading and Level of Text Complexity |
| INDICATORS OF PROGRESS I 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E INDICAT OR / 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 |
| PERFORMANC E INDICAT OR / 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 |

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 3

3.10.2.2.a Capitalize appropriate words in titles.

| INDICATORS OF PROGRESS | | 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
| | | |

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

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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). |
| | | Hannibal's War |
| | | Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / DOMAIN | MN.3.2. | Reading Benchmarks: Informational Text K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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

| DOMPART | | |
|--|------------|--|
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
| INDICATORS OF PROGRESS / | 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

STRAND

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

OF PROGRESS .

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS .

CONTENT STANDARD / **DOMAIN**

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

| PERFORMANC E 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

| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Craft and Structure |
|--|----------|---|
| INDICATORS | 3.2.4.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 |

OF PROGRESS / STRAND

topic or subject area.

CONTENT STANDARD / **DOMAIN**

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN | | Text Types and Purposes |
| COMPONENT | | |
| INDICATORS OF PROGRESS / STRAND | 3.6.2.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

OF PROGRESS

| 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

3.10.3.3.a Choose words and phrases for effect.

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | 3.2.10.10. | Self-select texts for personal enjoyment, interest, and academic tasks. |

CONTENT STANDARD / DOMAIN

OF PROGRESS a.

MN.3.3. Reading Benchmarks: Foundational Skills K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

| 3.10.1.1.d | Form and use regular and irregular verbs. |
|-------------|---|
| 3.10.1.1.f. | Ensure subject-verb and pronoun-antecedent agreement. |
| MN.3.10 | Language Benchmarks K-5 |
| | Conventions of Standard English |
| 3.10.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 3.10.2.2.a | Capitalize appropriate words in titles. |
| 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). |
| 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. |
| MN.3.10 | Language Benchmarks K-5 |
| | Knowledge of Language |
| 3.10.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| 3.10.3.3.a | Choose words and phrases for effect. |
| MN.3.10 | Language Benchmarks K-5 |
| | Vocabulary Acquisition and Use |
| 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. |
| | 3.10.2.2.a 3.10.2.2.f 3.10.3.3.a MN.3.10 |

INDICATORS

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

OF PROGRESS .

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS

CONTENT STANDARD / **DOMAIN**

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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). |

Magnets

Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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

| PERFORMANC E 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

| PERFORMANC E 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 |
| PERFORMANC E INDICAT OR / 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

OF PROGRESS

| 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

3.10.3.3.a Choose words and phrases for effect.

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E INDICATOR / DOMAIN COMPONENT | Vocabulary Acquisition and Use |
|--|---|
| INDICATORS OF PROGRESS / STRAND | 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

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

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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). |

Mayflower, Part 1

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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). |
| 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 |
| PERFORMANC E 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. |
| | | |

 $\begin{array}{ll} \hbox{INDICATORS} & \hbox{3.2.10.10.} & \hbox{Self-select texts for personal enjoyment, interest, and academic tasks.} \\ \hbox{OF PROGRESS} & \hbox{a.} & \end{array}$

OF PROGRESS

MN.3.3. Reading Benchmarks: Foundational Skills K-5

| PERFORMANC E 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 |
| PERFORMANC E 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.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 tonics and texts under discussion) |

speaking one at a time about the topics and texts under discussion).

| OF PROGRESS OF PROGRESS OF PROGRESS 38.1.1.6 Explain their own ideas and understanding in light of the discussion. OF PROGRESS CONTENT STANDARD / OWNAMA PERFORMANC EINDICATORS OF PROGRESS 38.2.2 Determine the main ideas and supporting details of a text read about or information presented in diverse media and tomas, including visually, quantitatively, and onally. STANDARD / OWNAMA ONDITION STANDARD / OWNAMA PRESCRIMANC EINDICATORS SPERGRIMANC EINDICATORS SAL4. Report on a topic or text, sell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. NOCATORS SAL4. Report on a topic or text, sell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. NOCATORS SAL4. 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 expeciations.) CONTENT STANDARD / ORNAMA EINDICATORS OF PROGRESS STRAND MN.3.10 Language Benchmarks K-5 DEMONANCATORS OF PROGRESS STRAND CONTENT STANDARD / ORNAMA EINDICATORS OF PROGRESS STRAND CONTENT STANDARD / ORNAMA COMPONENT STANDARD / ORNAMA COMPONENT STANDARD / ORNAMA CONTENT STANDARD / ORNAMA COMPONENT STANDARD / ORNAMA CONTENT | | | |
|--|--|------------|--|
| DEPROGRESS CONTENT STANDARD / MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 COMPONENT Comprehension and Collaboration COMPONENT Comprehension and Collaboration NDICATORS S2.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STRAND CONTENT STANDARD / CONTENT STANDARD / CONTENT STANDARD / COMPONENT CONTENT STANDARD / CONTENT | INDICATORS OF PROGRESS | 3.8.1.1.c. | |
| PERFORMANC ENDICATORS OF PROCRESS STRAND SPERAND SPERAND SPERAND SPERAND SPERAND MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN PERFORMANC ENDICATORS OF PROCRESS STRAND SPEACH STRAND SPERAND MN.3.10 Language Benchmarks K-5 SPERAND SPERAND SPERAND SPERAND SPERAND SPERAND SPERAND MN.3.10 SPERAND SPERAND SPERAND SPERAND SPERAND SPERAND MN.3.10 SPERAND SPERAND SPERAND MN.3.10 SPERAND SPERAND SPERAND SPERAND MN.3.10 SPERAND MN.3.10 SPERAND MN.3.10 SPERAND SPERAND MN.3.10 SPERAND MN.3. | INDICATORS OF PROGRESS | 3.8.1.1.d. | Explain their own ideas and understanding in light of the discussion. |
| EINDICATORS ODMANN COMPONENT INDICATORS OF PROGRESS SPEAKING, Viewing, Listening and Media Literacy Benchmarks K-5 Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speaking clearly at an understandable pace | CONTENT STANDARD / DOMAIN | MN.3.8. | Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 |
| OF PROGRESS / STRAND MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD I DOMAIN MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD I PERFORMANC E INDICATORS COMPONENT 38.4.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, or PROGRESS / STRAND MNDICATORS Speaking clearly at an understandable pace. MNDICATORS SPEAKING SPEAKING MN.3.10 Language Benchmarks K-5 Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English MN.3.10 Language Benchmarks K-5 STRAND Conventions of Standard English Conventions of Standard English SPERCORESS STRAND MN.3.10 Language Benchmarks K-5 MNDICATORS OF PROGRESS STRAND MN.3.10 Language Benchmarks K-5 MN.3.10 Language Benchmarks | PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Comprehension and Collaboration |
| PERFORMANC ENDICATORS OF PROGRESS / Strand MN.3.10 Language Benchmarks K-5 Conventions of Standard English Component INDICATORS 3.10.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or of PROGRESS / STRAND INDICATORS 3.10.1.1. Language Benchmarks K-5 MN.3.10 Language Benchmarks K-5 Conventions of Standard English Conventions of Standard English MN.3.10 Language Benchmarks K-5 MN.3.10 Language Benchmarks K-5 Conventions of Standard English Conventions of Standard English MN.3.10 Language Benchmarks K-5 Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English MN.3.10 Language Benchmarks K-5 Conventions of Standard English Conventions of Standard English Conventions of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English Conventions of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English Conventions MN.3.10 Language Benchmarks K-5 CONTENT STANDARD / DOMAIN MN.3.10 Language Benchmarks K-5 CONTENT STANDARD / DOMAIN COMPONENT INDICATORS GF PROGRESS / Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage when writing or of Standard English grammar and usage w | INDICATORS OF PROGRESS / STRAND | 3.8.2.2. | |
| INDICATORS OF PROGRESS 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 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.) INDICATORS OF PROGRESS TSTANDARD OF PROGRESS Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English grammar and usage when writing or speaking. PROGRESS / STRAND INDICATORS OF PROGRESS . Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Knowledge of Language Knowledge of Language INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS / STRAND INDICATOR STANDARD / STANDARD | CONTENT STANDARD / DOMAIN | MN.3.8. | Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 |
| Speaking clearly at an understandable pace. STRAND 3.8.6. 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 CONVENTENT STANDARD / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND AND A CONVENTION OF STANDARD / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND MN.3.10 Language Benchmarks K-5 CONTENT STANDARD / DOMAIN OF PROGRESS / STRAND MN.3.10 Language Benchmarks K-5 CONTENT STANDARD / DOMAIN OF PROGRESS / STRAND MN.3.10 Language Benchmarks K-5 CONTENT STANDARD / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND MN.3.10 Language Benchmarks K-5 CONTENT STANDARD / DOMAIN COMPONENT INDICATORS Speaking Clearly at an understandable pace. Knowledge of Language INDICATORS OF PROGRESS / Speaking Clearly at an understandable pace. Speaking clearly at an understandable 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.) Conventions of Standard English Conventions of Standard English Conventions of standard English grammar and usage when writing or speaking. Speaking Conventions of Standard English MN.3.10 Language Benchmarks K-5 CONTENT STANDD Knowledge of Language Knowledge of Language and its conventions when writing, speaking, reading, or listening. OF PROGRESS / Speaking Conventions when writing, speaking, reading, or listening. | PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Presentation of Knowledge and Ideas |
| CONTENT STANDARD / Conventions of Standard English COMPONENT INDICATORS OF PROGRESS / STRAND MN.3.10 Language Benchmarks K-5 Conventions of Standard English Conventions of Standard English Component Conventions of Standard English Conventions of Standard English Component 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 / STRAND INDICATORS OF PROGRESS MN.3.10 Language Benchmarks K-5 CONTENT STANDARD / DOMAIN Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Knowledge of Language Knowledge of Language INDICATORS OF PROGRESS / Use knowledge of language and its conventions when writing, speaking, reading, or listening. OF PROGRESS / Use knowledge of language and its conventions when writing, speaking, reading, or listening. | INDICATORS OF PROGRESS / STRAND | 3.8.4.4. | |
| PERFORMANC E 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 / STRAND 3.10.1.1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CONTENT MN.3.10 Language Benchmarks K-5 CONTENT DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT Knowledge of Language Knowledge of language and its conventions when writing, speaking, reading, or listening. OF PROGRESS / P | INDICATORS OF PROGRESS / STRAND | 3.8.6.6. | |
| EINDICATORS 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 / STRAND 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 PERFORMANC EINDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / S.10.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | CONTENT STANDARD / DOMAIN | MN.3.10 | Language Benchmarks K-5 |
| Speaking. Speaking. Speak | PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Conventions of Standard English |
| OF PROGRESS . sentences. MN.3.10 Language Benchmarks K-5 STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / Sentences. MN.3.10 Language Benchmarks K-5 Knowledge of Language Knowledge of Language 3.10.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | PROGRESS / | 3.10.1.1. | |
| PERFORMANC E INDICATORS OF PROGRESS / STANDARD / DOMAIN Knowledge of Language Knowledge of Language Knowledge of Language Standard / Knowledge of Language Knowledge of Language Standard / | INDICATORS OF PROGRESS | | |
| E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / | CONTENT STANDARD / DOMAIN | MN.3.10 | Language Benchmarks K-5 |
| OF PROGRESS / | PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Knowledge of Language |
| | OF PROGRESS / | 3.10.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

INDICATORS 3.10.3.3.a Choose words and phrases for effect. OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN PERFORMANC Vocabulary Acquisition and Use** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 3.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade OF 3 reading and content, choosing flexibly from a range of strategies. PROGRESS / **STRAND INDICATORS** 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase. OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN PERFORMANC Vocabulary Acquisition and Use** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 3.10.5.5. Demonstrate understanding of word relationships and nuances in word meanings to develop word OF consciousness. PROGRESS / STRAND **INDICATORS** 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN** PERFORMANC Vocabulary Acquisition and Use

| E INDICATOR / DOMAIN COMPONENT | | vocabulary Acquisition and esc |
|---------------------------------------|-----------|--|
| 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

Grade 3 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

MN.3.6. Writing Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | |
| PERFORMANC E 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 | |
| PERFORMANC E 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.3.6. | Writing Benchmarks K-5 | |
| PERFORMANC | | Text Types and Purposes | |

| PERFORMANC E 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. |

OF PROGRESS

INDICATORS 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

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 3.10.3.3.a Choose words and phrases for effect. OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN PERFORMANC** Vocabulary Acquisition and Use E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 3.10.6.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and OF PROGRESS phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for / STRAND them). My Friend, Part 2 Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 CONTENT Writing Benchmarks K-5 MN.3.6. STANDARD / **DOMAIN PERFORMANC Text Types and Purposes** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 3.6.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. PROGRESS / **STRAND INDICATORS** 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. OF PROGRESS **INDICATORS** 3.W.2.b. Develop the topic with facts, definitions, and details. OF PROGRESS

CONTENT STANDARD / DOMAIN

INDICATORS

OF PROGRESS

MN.3.6. Writing Benchmarks K-5

Provide a concluding statement or section.

3.W.2.d.

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

OF PROGRESS .

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | 3.10.3.3.a | Choose words and phrases for effect. |

My House, Part 1

| CONTENT | |
|-----------|--|
| STANDARD. | |
| DOMAIN | |

OF PROGRESS

of others.

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | 3.8.1.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks |

| 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Knowledge of Language |
| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E INDICAT OR / 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). |
| | | My House, Part 2 |
| | | · |
| | | Minnesota Academic Standards Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / DOMAIN | MN.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICAT OR / DOMAIN COMPONENT | | Conventions of Standard English |
| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC F INDICATOR / | | Craft and Structure |

| PERFORMANC E 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. |

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Range of Reading and Level of Text Complexity |
| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Fluency |
| INDICATORS OF PROGRESS / STRAND | 3.3.0.4. | Read with sufficient accuracy and fluency to support comprehension. |
| INDICATORS | | |

OF PROGRESS

INDICATORS 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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). |

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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

3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.

OF PROGRESS a.

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

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
|---------|
| DOMAIN |

MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / | | Conventions of Standard English |
| DOMAIN COMPONENT | | |
| DOMAIN | 3.10.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| DOMAIN COMPONENT INDICATORS OF PROGRESS / | | |
| DOMAIN COMPONENT INDICATORS OF PROGRESS I STRAND | 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). |
| DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / | 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). |
| DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN | 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). Language Benchmarks K-5 |
| DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / | 3.10.2.2.e MN.3.10 | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Language Benchmarks K-5 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade |

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS

CONTENT STANDARD / **DOMAIN**

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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). |

Roanoke, Part 1

Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010

CONTENT STANDARD / **DOMAIN**

MN.3.2. Reading Benchmarks: Informational Text K-5

| PERFORMANC E 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

| PERFORMANC E 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

| PERFORMANC E 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). |
| 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 |
| PERFORMANC E 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |

OF PROGRESS .

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
| INDICATORS OF PROGRESS / STRAND | | 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 |
| PERFORMANC E 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. |

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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CONTENT

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3.W.2.a.

3.W.2.b.

3.W.2.d.

MN.3.6. Writing Benchmarks K-5

Develop the topic with facts, definitions, and details.

Provide a concluding statement or section.

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

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

Roman Colosseum

Minnesota Academic Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT

MN.3.2. Reading Benchmarks: Informational Text K-5

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

proficiently.

PROGRESS /

STRAND

| CONTENT | |
|----------|--|
| STANDARD | |
| DOMAIN | |

MN.3.3. Reading Benchmarks: Foundational Skills K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Range of Writing |

| 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. |
|--|------------------|---|
| 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Presentation of Knowledge and Ideas |
| 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 MN.3.10 Language Benchmarks K-5 STANDARD / DOMAIN

| PERFORMANC E 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

3.10.2.2.a Capitalize appropriate words in titles.

OF PROGRESS .

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

| PERFORMANC E 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

3.10.3.3.a Choose words and phrases for effect.

OF PROGRESS .

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

| PERFORMANC E 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

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

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS .

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

| PERFORMANC E 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). |
| | | Roman Hoplite, American Quarter Horse |
| | | Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / DOMAIN | MN.3.2. | Reading Benchmarks: Informational Text K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Conventions of Standard English |
| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
| | | |

| INDICATORS OF PROGRESS I 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 |
| PERFORMANC E 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). |
| | | Rooster, Part 1 |
| | | , |
| | | Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / DOMAIN | MN.3.2. | Reading Benchmarks: Informational Text K-5 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Key Ideas and Details |
| 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| | | |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Production and Distribution of Writing |
| E INDICATOR / DOMAIN | 3.6.4.4. | Production and Distribution of Writing 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.) |
| E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS | 3.6.4.4. MN.3.8. | With guidance and support from adults, produce writing in which the development and organization are appropriate to |
| E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND CONTENT STANDARD / | | 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 | 3.8.1.1. | 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 3.10.1.1.d Form and use regular and irregular verbs.

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

3.10.3.3.a Choose words and phrases for effect.

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use | |
|--|----------|---|--|
| INDICATORS OF PROGRESS I 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

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

OF PROGRESS

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

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

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
|--|-------|---|
| INIDICATORS | 21066 | Acquire and use acquiretely grade appropriate conservational general condenses and demain appoints uprate and |

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).

Minnesota Academic Standards Language Arts

Grade 3 - Adopted: 2010

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| STANDARD |
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MN.3.6. Writing Benchmarks K-5

| STANDARD / DOMAIN | | |
|--|----------|--|
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Production and Distribution of Writing |
| | | |

| PERFORMANC E 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 | 3.6.6.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as |

/ STRAND

CONTENT

STANDARD / **DOMAIN**

OF PROGRESS

MN.3.10 Language Benchmarks K-5

well as to interact and collaborate with others.

| PERFORMANC E 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

3.10.1.1.d Form and use regular and irregular verbs.

OF PROGRESS .

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E INDICAT OR / DOMAIN COMPONENT | | Knowledge of Language |
| INDICATORS | 3.10.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

The Fox and the Crow, Part 1

Minnesota Academic Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD / DOMAIN

PROGRESS / STRAND

INDICATORS

OF PROGRESS

MN.3.1. Reading Benchmarks: Literature K-5

3.10.3.3.a Choose words and phrases for effect.

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| | | |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |

INDICATORS 3.10.4.4.a Use sentence-level context as a clue to the meaning of a word or phrase. OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN PERFORMANC Vocabulary Acquisition and Use** E INDICATOR / **DOMAIN** COMPONENT 3.10.5.5. **INDICATORS** Demonstrate understanding of word relationships and nuances in word meanings to develop word OF consciousness. PROGRESS / **STRAND INDICATORS** 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). OF PROGRESS CONTENT MN.3.10 Language Benchmarks K-5 STANDARD / **DOMAIN PERFORMANC Vocabulary Acquisition and Use** E INDICATOR / **DOMAIN** COMPONENT **INDICATORS** 3.10.6.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and OF PROGRESS phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for / STRAND The Fox and the Crow, Part 2 Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 MN.3.1. Reading Benchmarks: Literature K-5 CONTENT STANDARD /

| DOMAIN | | |
|--|----------|--|
| PERFORMANC E 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. |
| CONTENT STANDARD / DOMAIN | MN.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | 3.6.5.5. | 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Range of Writing |
| 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. |
| INDICATORS OF PROGRESS | | 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 Theft of Thor's Hammer, Part 1

| CONTENT | |
|-----------------|---|
| STANDARD | I |
| DOMAIN | |

MN.3.1. Reading Benchmarks: Literature K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | | Self-select texts for personal enjoyment, interest, and academic tasks. |
|--|--------------------------|--|
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / | | Text Types and Purposes |
| DOMAIN COMPONENT | | |
| | 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 / | 3.6.3.3. 3.W.3.a. | Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |

| CONTENT | |
|-----------------|---|
| STANDARD | I |
| DOMAIN | |

MN.3.6. Writing Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Presentation of Knowledge and Ideas |
| INDICATORS OF PROGRESS | 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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). |
|--|------------|--|
| | | The Theft of Thor's Hammer, Part 2 |
| CONTENT | MN.3.1. | Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 Reading Benchmarks: Literature K-5 |
| STANDARD / DOMAIN | WIIV.3.1. | Reading Denominarys. Literature K-3 |
| PERFORMANC E 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. |
| CONTENT STANDARD / DOMAIN | MN.3.3. | Reading Benchmarks: Foundational Skills K-5 |
| PERFORMANC E 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.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | 3.6.5.5. | 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 |
| PERFORMANC E INDICATOR / DOMAIN | | Range of Writing |
| COMPONENT | | |
| | 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. |
| INDICATORS OF PROGRESS / | 3.6.10.10. | time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and |
| INDICATORS OF PROGRESS / STRAND | 3.6.10.10. a. | time frames (á single sitting or a day or two) for a range of díscipline-specific tasks, purposes, and audiences. |
| INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / | 3.6.10.10. a. | time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. |
| INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN | 3.6.10.10. a. | time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 |
| INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS | 3.6.10.10. a. MN.3.8. | time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, |

| PERFORMANC E 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 | | 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 |
| PERFORMANC E 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 | | 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 |
| PERFORMANC E 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 | 3.10.3.3.a | Choose words and phrases for effect. |

CONTENT STANDARD / DOMAIN

OF PROGRESS .

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Conventions of Standard English |
| INDICATORS OF PROGRESS I STRAND | 3.10.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATORS OF PROGRESS | | 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Conventions of Standard English |
| INDICATORS OF PROGRESS I 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 | | 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
| | | |

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

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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). |
| | | 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Key Ideas and Details |
| 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | 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

| PERFORMANC E 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

3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.

OF PROGRESS a.

CONTENT STANDARD / DOMAIN

MN.3.3. Reading Benchmarks: Foundational Skills K-5

| PERFORMANC E 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

| PERFORMANC E 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

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Vocabulary Acquisition and Use |
| INDICATORS OF PROGRESS I STRAND | 3.10.5.5. | Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. |
| INDICATORS OF PROGRESS | | 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 |
| PERFORMANC E 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). |
| | | Treasure Map, Part 2 |
| | | Minnesota Academic Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD / DOMAIN | MN.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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. |
| | | |

3.W.2.d. Provide a concluding statement or section.

INDICATORS OF PROGRESS

| CONTENT | |
|-----------------|---|
| STANDARD | I |
| DOMAIN | |

MN.3.6. Writing Benchmarks K-5

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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). |
| INDICATORS OF PROGRESS | 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

| PERFORMANC E 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

3.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks.

OF PROGRESS a.

CONTENT STANDARD / DOMAIN

MN.3.3. Reading Benchmarks: Foundational Skills K-5

| PERFORMANC E 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

| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Production and Distribution of Writing |
|--|----------|---|
| INDICATORS OF PROGRESS | 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

| PERFORMANC E INDICATOR / DOMAIN COMPONENT | | Research to Build and Present Knowledge |
|--|----------|---|
| INDICATORS | 3.6.8.8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources |

OF PROGRESS / STRAND

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

| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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 | | Choose words and phrases for effect. |
| CONTENT STANDARD / DOMAIN | MN.3.10 | Language Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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 |
| PERFORMANC E 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). |
| | | 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 |
| PERFORMANC E 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.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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. |

OF PROGRESS

| INDICATORS OF PROGRESS | 3.W.2.d. | Provide a concluding statement or section. |
|--|-------------------------|---|
| CONTENT STANDARD / DOMAIN | MN.3.6. | Writing Benchmarks K-5 |
| PERFORMANC E 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 |
| PERFORMANC E 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. |
| | | Form and use regular and irregular verbs. Language Benchmarks K-5 |
| OF PROGRESS CONTENT STANDARD / | | |
| OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN | | Language Benchmarks K-5 Conventions of Standard English |
| CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / | MN.3.10 | Language Benchmarks K-5 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and |
| OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND | 3.10.2.2. 3.10.2.2.a | Language Benchmarks K-5 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E 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

3.10.3.3.a Choose words and phrases for effect.

OF PROGRESS .

CONTENT STANDARD / DOMAIN

MN.3.10 Language Benchmarks K-5

| PERFORMANC E INDICATOR / DOMAIN COMPONENT | Vocabulary Acquisition and Use |
|--|---|
| INDICATORS OF PROGRESS / STRAND | 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 3

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).