Main Criteria: Adventures in Writing

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND /

NM.RI.3. Reading Standards for Informational Text

CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND /	NM.RI.3.	Reading Standards for Informational Text

CONTENT **STANDARD**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

STRAND / CONTENT **STANDARD**

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

NM.RF.3. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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STRAND CONTENT STANDARD			Range of Writing
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ESTANDARD / INDICATOR			Comprehension and Collaboration
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STANDARD / INDICATOR PERFORMANCE SL.3.1(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. PERFORMANCE SL.3.1(d) Explain their own ideas and understanding in light of the discussion. STANDARD / INDICATOR NM.SL.3. Speaking and Listening Standards STRAND / CONTENT STANDARD BENCHMARK / STANDARD / BENCHMARK / PROFICIENCY NM.SL.3. Speaking and Listening Standards Comprehension and Collaboration SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. BENCHMARK / PROFICIENCY NM.SL.3. Speaking and Listening Standards Presentation of Knowledge and Ideas	STANDARD /	SL.3.1(a)	
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	CONTENT	NM.SL.3.	Speaking and Listening Standards
			Presentation of Knowledge and Ideas

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / NDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(h)	Use coordinating and subordinating conjunctions.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / NDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / NDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / NDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT	NM.L.3.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
CONTENT	NM.L.3.	Language Standards Vocabulary Acquisition and Use
CONTENT STANDARD BENCHMARK /	NM.L.3.	
BENCHMARK / STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.3.5.	Vocabulary Acquisition and Use
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.3.5 . L.3.5(a)	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.5 . L.3.5(a)	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Dolphins

New Mexico Content Standards
Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Key Ideas and Details
STANDARD		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
CONTENT	NM.W.3.	Writing Standards Text Types and Purposes
CONTENT STANDARD BENCHMARK /		
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	W.3.2.	Text Types and Purposes
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	W.3.2. W.3.2(a)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	W.3.2(a) W.3.2(b)	Text Types and Purposes 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.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	W.3.2(a) W.3.2(b) W.3.2(d)	Text Types and Purposes 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. Develop the topic with facts, definitions, and details.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	W.3.2(a) W.3.2(b) W.3.2(d)	Text Types and Purposes 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. Develop the topic with facts, definitions, and details. Provide a concluding statement or section.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the tonic to explore ideas under discussion

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

NM.SL.3. Speaking and Listening Standards

BENCHMARK / Comprehension and Collaboration ST AND ARD	
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
STANDARD		
BENCHMARK / STANDARD		Conventions of Standard English
BENCHMARK /	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /		Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / STAN	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards

INDICATOR

PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
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		New Mexico Content Standards Language Arts
		Grade 3 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

BENCHMARK / STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD / INDICATOR

PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD /	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

STANDARD /

INDICATOR

PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.

STRAND /
CONTENT
STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Hannibal's War
		New Mexico Content Standards Language Arts Grade 3 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK /	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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STRAND / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR W3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. STANDARD / INDICATOR NM.W.3. Writing Standards Develop the topic with facts, definitions, and details. STRAND / INDICATOR NM.W.3. Writing Standards NM.W.3. Writing Standards PERFORMANCE STANDARD / INDICATOR NM.W.3. Writing Standards Production and Distribution of Writing	STANDARD /	RF.3.4(a)	Read on-level text with purpose and understanding.
BENCHMARK / STANDARD PERFORMANC E STANDARD / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR NM.W.3. Writing Standards PERFORMANCE W.3.2(b) Production and Distribution of Writing PERFORMANCE W.3.2(b) Production and Distribution of Writing	STANDARD /	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR W.3.2(a) Develop the topic with facts, definitions, and details. STANDARD / INDICATOR NM.W.3. Writing Standards Production and Distribution of Writing Production and Distribution of Writing	CONTENT	NM.W.3.	Writing Standards
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STANDARD / INDICATOR PERFORMANCE W.3.2(b) Develop the topic with facts, definitions, and details. STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / Production and Distribution of Writing	E STANDARD / BENCHMARK /	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD / INDICATOR STRAND / NM.W.3. Writing Standards CONTENT STANDARD BENCHMARK / Production and Distribution of Writing	STANDARD /	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD BENCHMARK / Production and Distribution of Writing	STANDARD /	W.3.2(b)	Develop the topic with facts, definitions, and details.
	CONTENT	NM.W.3.	Writing Standards
			Production and Distribution of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND /	NM.SL.3.	Speaking and Listening Standards

STRAND / NM.SL.3. Speaking and Listening Standards CONTENT STANDARD

BENCHMARK / STANDARD	Comp	prehension and Collaboration	
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E STANDARD / BENCHMARK /		Demonstrate command of the conventions of standard English grammar and usage when writing or
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Language Standards
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR ST RAND / CONTENT ST AND ARD BENCHMARK / ST AND ARD PERFORMANC E ST AND ARD / BENCHMARK / BENCHMARK / BENCHMARK / BENCHMARK /	L.3.1(a) NM.L.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		John Muir

John Muir

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

${\bf NM.RI.3.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD /	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

BENCHMARK / PROFICIENCY

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY		Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / NDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / NDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / NDICATOR	L.3.2(b)	Use commas in addresses.
PERFORMANCE STANDARD /	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
NDICATOR		
NDICATOR PERFORMANCE STANDARD / NDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Leif Eriksson

New Mexico Content Standards
Language Arts
Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK / ST ANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards

BENCHMARK / STANDARD

Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
PERFORMANCE STANDARD / INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
CONTENT	NM.L.3.	Language Standards Vocabulary Acquisition and Use
CONTENT STANDARD BENCHMARK /	NM.L.3.	
BENCHMARK / STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.3.5.	Vocabulary Acquisition and Use
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.3.5 . L.3.5(a)	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.5 . L.3.5(a)	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Magnets

New Mexico Content Standards
Language Arts
Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK / ST ANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards

BENCHMARK / STANDARD

Range of Writing

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
PERFORMANCE STANDARD / INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / NDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND /	NM.L.3.	
CONTENT STANDARD	NIVI.L.3.	Language Standards
	NW.L.S.	Vocabulary Acquisition and Use
STANDARD BENCHMARK /	L.3.5.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.3.5.	Vocabulary Acquisition and Use
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.3.5. L.3.5(a)	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.5. L.3.5(a) NM.L.3.	Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Mayflower, Part 1

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
CONTENT	NM.W.3.	Writing Standards Research to Build and Present Knowledge
CONTENT STANDARD BENCHMARK /	NM.W.3. W.3.8.	
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	W.3.8.	Research to Build and Present Knowledge Recall information from experiences or gather information from print and digital sources; take brief notes on sources
PERFORMANC PERFORMANC E STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / BENCHMARK /	W.3.8. NM.W.3.b	Research to Build and Present Knowledge Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.8. NM.W.3.b .	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Grade 3 students will gather relevant information from multiple sources, including oral knowledge.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

PERFORMANCE L.3.4(a STANDARD /

INDICATOR

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

STRAND /
CONTENT
STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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PERFORMANCE L.3.5(a) STANDARD / INDICATOR

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

STRAND / CONTENT **STANDARD**

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mayflower, Part 2

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT **STANDARD**

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.

STRAND / CONTENT **STANDARD**

NM.W.3. Writing Standards

BENCHMARK / STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
PERFORMANCE STANDARD / INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
CONTENT	NM.L.3.	Language Standards Knowledge of Language
CONTENT STANDARD BENCHMARK /	NM.L.3.	

My Friend, Part 1

New Mexico Content Standards Language Arts Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RI.3. Reading Standards for Informational Text

OTANDAND		
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

STANDARD /

INDICATOR

PERFORMANCE W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
STANDARD		
BENCHMARK / STANDARD		Comprehension and Collaboration
BENCHMARK /	SL.3.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /		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
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	SL.3.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / STAN	SL.3.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

STRAND / CONTENT STANDARD

INDICATOR

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.3.3(a) STANDARD / INDICATOR Choose words and phrases for effect.

STRAND / CONTENT STANDARD NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

My Friend, Part 2

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD	Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

NM.W.3. Writing Standards

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

STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / INDICATOR

PERFORMANCE L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
		My House, Part 1

My House, Part 1

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

${\bf NM.RI.3.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PERFORMANCE W.3.2(a) STANDARD / INDICATOR

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

STRAND / CONTENT **STANDARD**

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

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

STRAND / CONTENT

INDICATOR

NM.SL.3. Speaking and Listening Standards

STANDARD		
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD /	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / CONTENT STANDARD

CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND /	NM.L.3.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.

Nile River, Yangtze River

New Mexico Content Standards
Language Arts
Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE	RF 3 3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.

STANDARD / INDICATOR

PERFORMANCE RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes.

PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK /		Production and Distribution of Writing
STANDARD		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK /		
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT		and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK /		and editing. Speaking and Listening Standards
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMARK /	NM.SL.3.	Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own

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

STANDARD /

INDICATOR

of others.

PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

	1	
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Orchestra and Conductor
		New Mexico Content Standards Language Arts Grade 3 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD /	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure

PERFORMANC R.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. STANDARD / BENCHMARK / PROFICIENCY NM.RI.3. Reading Standards for Informational Text
BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD / CONTENT STANDARD BENCHMARK / STANDARD BENCHMARK / STANDARD / CONTENT STANDARD BENCHMARK / STANDARD /
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). STRAND / PROFICIENCY NM.RI.3. Reading Standards for Informational Text BENCHMARK / STANDARD Range of Reading and Level of Text Complexity PERFORMANC E STANDARD / RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
E STANDARD / BENCHMARK / PROFICIENCY RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). STRAND / PROFICIENCY NM.RI.3. Reading Standards for Informational Text Range of Reading and Level of Text Complexity PERFORMANC E STANDARD RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
E STANDARD / BENCHMARK / PROFICIENCY NM.RI.3. Reading Standards for Informational Text CONTENT STANDARD Range of Reading and Level of Text Complexity PERFORMANC E STANDARD / RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
BENCHMARK / STANDARD Range of Reading and Level of Text Complexity PERFORMANC RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
PERFORMANC RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
E STANDARD / technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
PROFICIENCY
STRAND / NM.RF.3. Reading Standards: Foundational Skills CONTENT STANDARD
BENCHMARK / Phonics and Word Recognition STANDARD
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE RF.3.3(a) Identify and know the meaning of the most common prefixes and derivational suffixes. STANDARD / INDICATOR
PERFORMANCE RF.3.3(b) Decode words with common Latin suffixes. STANDARD / INDICATOR
STRAND / NM.RF.3. Reading Standards: Foundational Skills CONTENT STANDARD
BENCHMARK / Fluency STANDARD

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANC E STANDARD / BENCHMARK /		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
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	SL.3.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
PERFORMANCE STANDARD / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	SL.3.1(a)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.3.1(a) SL.3.1(b) SL.3.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR	SL.3.1(a) SL.3.1(b) SL.3.1(c)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
E STANDARD / BENCHMARK / PROFICIENCY		spelling when writing.
BENCHMARK /		Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD /		Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Language Standards
BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHM	L.3.2(e) NM.L.3.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade

STRAND /
CONTENT
STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD /	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

INDICATOR

STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Roanoke, Part 1

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / CONTENT **STANDARD**

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / CONTENT STANDARD

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / Integration of Knowledge and Ideas STANDARD	
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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${\bf NM.RI.3.} \ \ {\bf Reading\ Standards\ for\ Informational\ Text}$

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

STRAND / CONTENT STANDARD

NM.RF.3. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.

STANDARD /

PERFORMANCE RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT STANDARD

INDICATOR

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.b	Grade 3 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.c	Grade 3 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE	L.3.1(a)
STANDARD /	
INDICATOR	

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Poanoka Part 2

Roanoke, Part 2

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD NM.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.
STRAND /	NM.W.3.	Writing Standards

STRAND / CONTENT STANDARD

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

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

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.

Roman Colosseum

STRAND / CONTENT

NM.RI.3. Reading Standards for Informational Text

ST ANDARD		
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

PERFORMANCE RF.3.4(a) Read on-level text with purpose and understanding.

STANDARD / INDICATOR

PERFORMANCE RF.3.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STANDARD / **INDICATOR** STRAND / NM.W.3. Writing Standards CONTENT **STANDARD** BENCHMARK / **Text Types and Purposes STANDARD PERFORMANC** W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E STANDARD / BENCHMARK / **PROFICIENCY** PERFORMANCE W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. STANDARD / **INDICATOR** PERFORMANCE W.3.2(b) Develop the topic with facts, definitions, and details. STANDARD / INDICATOR STRAND / NM.W.3. Writing Standards CONTENT **STANDARD** BENCHMARK / **Production and Distribution of Writing STANDARD PERFORMANC** W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to E STANDARD / task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) BENCHMARK / **PROFICIENCY PERFORMANC** W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, E STANDARD / and editing BENCHMARK / **PROFICIENCY PERFORMANC** W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as E STANDARD / well as to interact and collaborate with others. BENCHMARK / **PROFICIENCY** STRAND / NM.W.3. Writing Standards CONTENT **STANDARD** BENCHMARK / Range of Writing **STANDARD** PERFORMANC W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a F STANDARD / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /
CONTENT
STANDARD

BENCHMARK / PROFICIENCY

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK /		Comprehension and Collaboration

BENCHMARK / STANDARD PERFO E STANI

PROFICIENCY

STANDARD		
PERFORMANC	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
E STANDARD /		formats, including visually, quantitatively, and orally.
BENCHMARK /		

STRAND / CONTENT STANDARD

BENCHMARK /

STANDARD

NM.SL.3. Speaking and Listening Standards

Conventions of Standard English

STANDARD		
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		Roman Hoplite, American Quarter Horse
		New Mexico Content Standards
		Language Arts
		Grade 3 - Adopted: 2012
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND /	NM.RI.3.	Reading Standards for Informational Text

CONTENT STANDARD

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

NM.RF.3. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / CONTENT

STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
STRAND / CONTENT	NM.L.3.	Language Standards Conventions of Standard English
STRAND / CONTENT STANDARD BENCHMARK /	NM.L.3.	
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /	L.3.1. L.3.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD /	L.3.1. L.3.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.1(a)	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs.

PERFORMANCE L.3.4(a) Use sentence-level context as a clue to the meaning of a word or phrase. STANDARD / **INDICATOR** STRAND / NM.L.3. Language Standards CONTENT **STANDARD** BENCHMARK / **Vocabulary Acquisition and Use STANDARD PERFORMANC** L.3.5. Demonstrate understanding of word relationships and nuances in word meanings. E STANDARD / BENCHMARK / **PROFICIENCY** PERFORMANCE L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). STANDARD / **INDICATOR** STRAND / NM.L.3. Language Standards CONTENT **STANDARD** BENCHMARK / **Vocabulary Acquisition and Use STANDARD PERFORMANC** L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and E STANDARD / phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for BENCHMARK / them). **PROFICIENCY** Rooster, Part 1 **New Mexico Content Standards** Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT **STANDARD**

STANDARD

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK /		Craft and Structure

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND /	NM.W.3.	Writing Standards

STANDARD

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

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

${\bf NM.SL.3.} \ \, {\bf Speaking} \, \, {\bf and} \, \, {\bf Listening} \, \, {\bf Standards}$

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

BENCHMARK / STANDARD **Vocabulary Acquisition and Use**

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.	
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards	
BENCHMARK / STANDARD		Vocabulary Acquisition and Use	
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.	
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards	
BENCHMARK / STANDARD		Vocabulary Acquisition and Use	
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	
		Rooster, Part 2	
	New Mexico Content Standards Language Arts Grade 3 - Adopted: 2012		
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards	
BENCHMARK / STANDARD		Text Types and Purposes	
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

PERFORMANCE W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

PERFORMANCE W.3.2(b) Develop the topic with facts, definitions, and details.

STANDARD / INDICATOR

STANDARD / INDICATOR

PERFORMANCE W.3.2(d) Provide a concluding statement or section. STANDARD / **INDICATOR** STRAND / NM.W.3. Writing Standards CONTENT **STANDARD** BENCHMARK / **Production and Distribution of Writing STANDARD PERFORMANC** W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to E STANDARD / task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) BENCHMARK / **PROFICIENCY** PERFORMANC With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, W.3.5 and editing. F STANDARD / BENCHMARK / **PROFICIENCY** PERFORMANC W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. F STANDARD / BENCHMARK / **PROFICIENCY** STRAND / NM.W.3. Writing Standards CONTENT STANDARD BENCHMARK / Range of Writing **STANDARD PERFORMANC** W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a E STANDARD / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. BENCHMARK / **PROFICIENCY** STRAND / NM.L.3. Language Standards CONTENT **STANDARD** BENCHMARK / Conventions of Standard English **STANDARD PERFORMANC** L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or E STANDARD / speaking. BENCHMARK / **PROFICIENCY** PERFORMANCE L.3.1(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular STANDARD / sentences. **INDICATOR** PERFORMANCE L.3.1(d) Form and use regular and irregular verbs. STANDARD / **INDICATOR**

STRAND /

CONTENT

NM.L.3.

Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.

The Fox and the Crow, Part 1

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.3. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

PERFORMANC NM.RL.3. Grade 3 students will ask and answer questions and make predictions to demonstrate understanding of a text. E STANDARD / BENCHMARK / **PROFICIENCY** STRAND / NM.RL.3. Reading Standards for Literature CONTENT **STANDARD** BENCHMARK / Craft and Structure **STANDARD** PERFORMANC Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral RL.3.4. E STANDARD / language. BENCHMARK / **PROFICIENCY** PERFORMANC RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters. E STANDARD / BENCHMARK / **PROFICIENCY** STRAND / NM.RL.3. Reading Standards for Literature CONTENT **STANDARD** BENCHMARK / Integration of Knowledge and Ideas STANDARD **PERFORMANC** RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., E STANDARD / create mood, emphasize aspects of a character or setting). BENCHMARK / **PROFICIENCY** STRAND / NM.RL.3. Reading Standards for Literature CONTENT **STANDARD** BENCHMARK / Range of Reading and Level of Text Complexity **STANDARD PERFORMANC** RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the E STANDARD / grades 2-3 text complexity band independently and proficiently. BENCHMARK / **PROFICIENCY** STRAND / NM.RF.3. Reading Standards: Foundational Skills CONTENT **STANDARD** BENCHMARK / Fluency

STANDARD PERFORMANC RF.3.4. Read with sufficient accuracy and fluency to support comprehension. E STANDARD / BENCHMARK / **PROFICIENCY**

PERFORMANCE RF.3.4(a) Read on-level text with purpose and understanding. STANDARD /

INDICATOR

PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
		The Fox and the Crow, Part 2

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.3. Reading Standards for Literature

BENCHMARK /	Key Ideas and Details
STANDARD	

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.3. a.	Grade 3 students will ask and answer questions and make predictions to demonstrate understanding of a text.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK /		On the state of th
ST ANDARD		Conventions of Standard English
	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E ST ANDARD / BENCHMARK /		Demonstrate command of the conventions of standard English grammar and usage when writing or
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD /		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK /	L.3.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Language Standards
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY PERFORMANCE STANDARD / INDICATOR STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK /	L.3.1(a) NM.L.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

PERFORMANCE L.3.2(f) STANDARD / **INDICATOR**

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

STRAND / CONTENT **STANDARD**

NM.L.3. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.3.3(a)

Choose words and phrases for effect.

STANDARD / **INDICATOR**

The Theft of Thor's Hammer, Part 1

New Mexico Content Standards Language Arts Grade 3 - Adopted: 2012

STRAND / CONTENT **STANDARD** NM.RL.3. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.3. a.	Grade 3 students will ask and answer questions and make predictions to demonstrate understanding of a text.

STRAND / CONTENT **STANDARD** NM.RL.3. Reading Standards for Literature

BENCHMARK /	
STANDARD	

Craft and Structure

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STRAND / CONTENT STANDARD	NM.RL.3.	Reading Standards for Literature
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
STRAND / CONTENT STANDARD	NM.RL.3.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANCE STANDARD / INDICATOR	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.

STRAND /
CONTENT
STANDARD

NM.L.3. Language Standards

STANDARD		
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
PERFORMANCE STANDARD / INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards

STANDARD

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RL.3. Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.RL.3. a.	Grade 3 students will ask and answer questions and make predictions to demonstrate understanding of a text.

STRAND / CONTENT STANDARD

NM.RF.3. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD	Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

PERFORMANCE W.3.3(a)	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
STANDARD /	
INDICATOR	

PERFORMANCE STANDARD / INDICATOR	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
E STANDARD / BENCHMARK /		
E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK /	NM.SL.3.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards 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,
E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / BENCHMARK / BENCHMARK / BENCHMARK / BENCHMARK /	NM.SL.3. SL.3.4.	Speaking and Listening Standards 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT STANDARD BENCHMARK / STANDARD PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY STRAND / CONTENT	NM.SL.3. SL.3.4.	Speaking and Listening Standards 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. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
PERFORMANCE STANDARD / INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(b)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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		New Mexico Content Standards
		Language Arts Grade 3 - Adopted: 2012
STRAND /	NM.RI.3.	Reading Standards for Informational Text
STANDARD		
BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

BENCHMARK / STANDARD

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

STANDARD / INDICATOR

PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANCE STANDARD / INDICATOR	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards

STANDARD

BENCHMARK / STANDARD **Comprehension and Collaboration**

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK /	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST AND ARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE STANDARD / INDICATOR	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD /	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

STANDARD /

INDICATOR

PERFORMANCE	L.3.4(b)
STANDARD /	
INDICATOR	

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

STRAND / CONTENT **STANDARD**

Language Standards NM.L.3.

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

PERFORMANCE L.3.5(a) STANDARD /

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

STRAND / CONTENT **STANDARD**

INDICATOR

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 1

New Mexico Content Standards Language Arts Grade 3 - Adopted: 2012

STRAND / CONTENT **STANDARD**

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text

BENCHMARK / Craft and Structure STANDARD	
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND /	NM.W.3.	Writing Standards

STRAND / CONTENT STANDARD

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

STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE STANDARD / INDICATOR	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / CONTENT STANDARD

${\bf NM.SL.3.} \ \, {\bf Speaking} \, \, {\bf and} \, \, {\bf Listening} \, \, {\bf Standards}$

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD

PERFORMANC

E STANDARD / BENCHMARK / PROFICIENCY L.3.5.

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

Demonstrate understanding of word relationships and nuances in word meanings.

PERFORMANCE L.3.5(a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

STANDARD /
INDICATOR

STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Treasure Map, Part 2

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD /	W.3.2(d)	Provide a concluding statement or section.

STRAND / CONTENT STANDARD

INDICATOR

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / INDICATOR		

STRAND /
CONTENT
STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.

William Penn, Part 1

New Mexico Content Standards Language Arts Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

STRAND / CONTENT STANDARD

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

STRAND / CONTENT STANDARD

NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
STRAND / CONTENT STANDARD	NM.RI.3.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / CONTENT STANDARD	NM.RF.3.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.b	Grade 3 students will gather relevant information from multiple sources, including oral knowledge.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.c	Grade 3 students will apply digital tools to gather, evaluate, and use information.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
PERFORMANCE STANDARD / INDICATOR	SL.3.1(b)	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
PERFORMANCE	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks

STANDARD / INDICATOR

STRAND /

CONTENT STANDARD

STANDARD /

INDICATOR

NM.SL.3. Speaking and Listening Standards

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

of others.

BENCHMARK / STANDARD	Comprehension and Collaboration
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PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / CONTENT STANDARD	NM.SL.3.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. b.	Grade 3, 4, and 5 students will orally compare and contrast accounts of the same event and text.
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	NM.SL.3. c.	Grade 3, 4, and 5 students will demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANCE STANDARD / INDICATOR	L.3.3(a)	Choose words and phrases for effect.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
PERFORMANCE STANDARD / INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

New Mexico Content Standards Language Arts

Grade 3 - Adopted: 2012

STRAND / CONTENT STANDARD

NM.RF.3. Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Phonics and Word Recognition
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANCE STANDARD / INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PERFORMANCE STANDARD / INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details.
PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.

STRAND / CONTENT STANDARD

NM.W.3. Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / CONTENT STANDARD	NM.W.3.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANCE STANDARD / INDICATOR	L.3.1(a)	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
STRAND / CONTENT STANDARD	NM.L.3.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
PERFORMANCE STANDARD / INDICATOR	L.3.2(e)	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
PERFORMANCE	L.3.2(f)	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STANDARD / INDICATOR		

STRAND / CONTENT STANDARD

NM.L.3. Language Standards

PERFORMANC E ST ANDARD / BENCHMARK / PROFICIENCY	se knowledge of language and its conventions when writing, speaking, reading, or listening.

PERFORMANCE L.3.3(a)

STANDARD / INDICATOR

Choose words and phrases for effect.

STRAND / CONTENT **STANDARD**

NM.L.3. Language Standards

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
PERFORMANC E STANDARD / BENCHMARK / PROFICIENCY	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.

PERFORMANCE L.3.4(b) STANDARD / INDICATOR

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).