

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 /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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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).
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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).
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**STRAND /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.)

PERFORMANCE 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.

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

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(h)	Use coordinating and subordinating conjunctions.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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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).
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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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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).

Dolphins

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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.)
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PERFORMANCE 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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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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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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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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NM.L.3. Language Standards

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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
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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

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PERFORMANCE STANDARD / INDICATOR	W.3.2(d)	Provide a concluding statement or section.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

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

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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**STRAND /
CONTENT
STANDARD** **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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).

PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

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

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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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).
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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).
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**STRAND /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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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.
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**STRAND /
CONTENT
STANDARD** **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
PERFORMANCE 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
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PERFORMANCE 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.)

PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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PERFORMANCE STANDARD / INDICATOR	L.3.2(b)	Use commas in addresses.
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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).
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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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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 **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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).

PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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.)

PERFORMANCE 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.

PERFORMANCE 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**

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

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE 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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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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).
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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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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).

Magnets

**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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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).

PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.)

PERFORMANCE 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.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE 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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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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).
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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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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PERFORMANCE 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.)

PERFORMANCE 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
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PERFORMANCE 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.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY NM.W.3.b Grade 3 students will gather relevant information from multiple sources, including oral knowledge.

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

BENCHMARK / STANDARD		Comprehension and Collaboration
PERFORMANCE 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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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**STRAND /
CONTENT
STANDARD** **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.)
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PERFORMANCE 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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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(f)	Ensure subject-verb and pronoun-antecedent agreement.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
PERFORMANCE 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.
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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

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE 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
PERFORMANCE 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.
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**STRAND /
CONTENT
STANDARD** **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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		Presentation of Knowledge and Ideas
PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.)
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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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 / 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
PERFORMANCE 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

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

STRAND / CONTENT STANDARD NM.RI.3. Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
PERFORMANCE 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
PERFORMANCE 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.

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

BENCHMARK / STANDARD		Production and Distribution of Writing
PERFORMANCE 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.)

PERFORMANCE STANDARD / INDICATOR 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
PERFORMANCE 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
PERFORMANCE 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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

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

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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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**STRAND /
CONTENT
STANDARD****NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE 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
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PERFORMANCE 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.)

PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

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

PERFORMANCE 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**

PERFORMANCE 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.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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PERFORMANCE 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
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PERFORMANCE 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.
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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
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.SL.3. Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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).
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STRAND / CONTENT STANDARD

NM.L.3. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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PERFORMANCE STANDARD / INDICATOR	L.3.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
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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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**STRAND /
CONTENT
STANDARD** **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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).
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PERFORMANCE 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).
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PERFORMANCE 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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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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 **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.b	Grade 3 students will gather relevant information from multiple sources, including oral knowledge.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.c	Grade 3 students will apply digital tools to gather, evaluate, and use information.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.W.3. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE 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
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PERFORMANCE 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.)

PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

Roman Colosseum

**STRAND /
CONTENT
STANDARD** **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
PERFORMANCE 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
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PERFORMANCE 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.)

PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

PERFORMANCE 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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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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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
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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**STRAND /
CONTENT
STANDARD** **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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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
PERFORMANCE 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
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PERFORMANCE 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 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
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PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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 **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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.)

PERFORMANCE 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.

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY NM.RL.3. Grade 3 students will ask and answer questions and make predictions to demonstrate understanding of a text.
a.

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

BENCHMARK / STANDARD Craft and Structure

PERFORMANCE 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.

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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 Fluency

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
PERFORMANCE 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
PERFORMANCE 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.)

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
PERFORMANCE 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 / STANDARD		Key Ideas and Details
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PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.RL.3. a.	Grade 3 students will ask and answer questions and make predictions to demonstrate understanding of a text.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Text Types and Purposes
PERFORMANCE 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.
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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.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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
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PERFORMANCE 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.

PERFORMANCE 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 / STANDARD		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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STRAND / CONTENT STANDARD **NM.RL.3. Reading Standards for Literature**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.RL.3. Reading Standards for Literature**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Phonics and Word Recognition
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PERFORMANCE STANDARD / INDICATOR	RF.3.3(a)	Identify and know the meaning of the most common prefixes and derivational suffixes.
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PERFORMANCE STANDARD / INDICATOR	RF.3.3(b)	Decode words with common Latin suffixes.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
PERFORMANCE 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
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PERFORMANCE 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.)

PERFORMANCE 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
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PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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	
PERFORMANCE 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.)
PERFORMANCE 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.
PERFORMANCE 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	
PERFORMANCE 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	
PERFORMANCE 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.
PERFORMANCE 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 / STANDARD	Conventions of Standard English	

PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY 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).

Tornadoes

**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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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).

PERFORMANCE 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**

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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 Text Types and Purposes

PERFORMANCE 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(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

PERFORMANCE 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.)

PERFORMANCE 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.

PERFORMANCE 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

PERFORMANCE 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

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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PERFORMANCE 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.
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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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE 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).
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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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 **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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**STRAND /
CONTENT
STANDARD** **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE 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.
PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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.)

PERFORMANCE 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.

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

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND /
CONTENT
STANDARD** **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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).

PERFORMANCE 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).

PERFORMANCE 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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STRAND / CONTENT STANDARD **NM.RI.3. Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.RF.3. Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding.
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PERFORMANCE STANDARD / INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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PERFORMANCE 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.)
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PERFORMANCE 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 **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.b	Grade 3 students will gather relevant information from multiple sources, including oral knowledge.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	NM.W.3.c	Grade 3 students will apply digital tools to gather, evaluate, and use information.
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STRAND / CONTENT STANDARD **NM.W.3. Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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).
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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.
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PERFORMANCE STANDARD / INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
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STRAND / CONTENT STANDARD **NM.SL.3. Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
-----------------------------	--	--

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
-----------------------------	--	--

PERFORMANCE 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.
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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PERFORMANCE 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.
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.)

PERFORMANCE STANDARD / INDICATOR W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

BENCHMARK / STANDARD		Range of Writing
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PERFORMANCE 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.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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PERFORMANCE STANDARD / INDICATOR	L.3.1(d)	Form and use regular and irregular verbs.
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STRAND / CONTENT STANDARD **NM.L.3. Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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PERFORMANCE STANDARD / INDICATOR	L.3.2(a)	Capitalize appropriate words in titles.
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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).
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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.
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**STRAND /
CONTENT
STANDARD**

NM.L.3. Language Standards

BENCHMARK / STANDARD		Knowledge of Language
PERFORMANCE 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
PERFORMANCE 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).