		3rd Grade
Strand	**Code**	**Benchmark**
Reading	3.1.1.1	Know and apply grade-level phonics and word analysis skills in decoding words: a. Identify, know the meaning of, and read words with common prefixes and suffixes. b. Decode multi-syllabic words; c. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
Reading	3.1.1.2	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reading	3.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, looking back at the text and reading ahead, building on strategies learned in previous grade levels.
Reading	3.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 3 text complexity.
Reading	3.1.2.3	Locate, select, and read texts on a topic of personal interest, demonstrating understanding of literary award lists and curated book lists that aid in making selections.
Reading	3.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Reading	3.1.4.1	Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text referring explicitly to the texts as the basis for the answers; summarize the text.
Reading	3.1.4.2	Identify the central idea or argument in fables, folktales, and myths, explain how it is supported by key details, and describe the connection between details.
Reading	3.1.4.3	Describe how details about characters, setting, conflict, resolution, and events work together to develop the plot of a literary text.

Reading	3.1.4.4	Describe the relationship between a series of events, concepts, or steps in a procedure, using language that pertains to time, sequence, and cause/effect, in informational text.*
Reading	3.1.5.1	Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas and poems.
Reading	3.1.5.2	Use informational text features (e.g., captions, subheadings, glossaries, indexes, and interactive images) to understand information relevant to a given topic.
Reading	3.1.5.3	Interpret the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements in text.
Reading	3.1.6.1	Compare and contrast the student's personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller's perspective and identity.
Reading	3.1.6.2	Identify the time period of publication and/or posting of the text and when the time period of publication influences meaning, content, or style of the text. (e.g., era-specific vocabulary or illustrations)
Reading	3.1.6.3	Identify if the text is informational or literary, and support with evidence.
Reading	3.1.7.1	Identify an author's argument and support with details from the text.
Reading	3.1.8.1	Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres.
Reading	3.1.8.2	Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.
Reading	3.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.
Reading	3.1.9.2	Demonstrate understanding of relevance and credibility of sources.

Writing	3.2.1.1	Use correct punctuation (including commas in series and apostrophes), spelling, capitalization, and grammar, authentically in writing.
Writing	3.2.1.2	Apply spelling patterns and rules to spell multi-syllabic words, high-frequency words, authentically in writing.
Writing	3.2.1.3	Use nouns (collective and irregular plural), verbs, frequently used adjectives and adverbs, conjunctions, prepositions, and pronouns (including reflexive pronouns and male, female, and non-binary gender pronouns) in simple and compound sentences, authentically in writing.
Writing	3.2.2.1	Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)
Writing	3.2.2.2	Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.
Writing	3.2.3.1	Plan, draft, revise, edit, and publish writing, using self-reflection, guidance, and support from peers and educators.
Writing	3.2.3.2	Use words and phrases for effect, differentiating between conventions of spoken and written English.
Writing	3.2.4.1	Write to argue, providing and organizing evidence for supporting points, and using linking words and phrases.
Writing	3.2.4.2	Write to persuade blending opinion and facts that support the opinion.
Writing	3.2.5.1	Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years.
Writing	3.2.5.2	Write to respond to thoughts and feelings of characters in a literary text.
Writing	3.2.6.1	Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict.
Writing	3.2.6.2	Use dialogue and descriptive words, in written narratives, poetry, or other creative text.

Writing	3.2.7.1	Ask relevant questions to distinguish fact from opinion.
Writing	3.2.7.2	Plan and conduct research, following a detailed research plan to build understanding of a topic, demonstrating understanding of digital footprint, and share findings in writing.
Writing	3.2.8.1	Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism.
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	3.3.1.1	Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. b. Participate as a speaker and listener, reviewing key ideas shared by others. c. Express one's own ideas, stories, and experiences, linking to comments of others. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion, or steps in a process.
LSVEI	3.3.1.2	Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion.
LSVEI	3.3.1.3	Receive and act on feedback from others, self reflect, and provide constructive feedback on peers' work, with guidance and support from adults.*
LSVEI	3.3.2.1	Use vocabulary for effect and attend to features of spoken language in communicating with others, in social and academic situations. (Including volume, intonation, phrasing, speed, pausing, stress, rhythm, and gestures).
LSVEI	3.3.3.1	Create written, oral, and digital content that communicates knowledge and ideas including relevant facts and descriptive details, in a variety of presentation styles.
LSVEI	3.3.3.2	Create and share work, using self-selected digital tools, and critique effectiveness of chosen tool regarding the task, purpose, and audience, demonstrating understanding of digital footprint.*