Minnesota English Language Arts

Grade 3

Adopted 2020

Grade 3

Reading

1. Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. R1.3.1
    1. Know and apply grade-level phonics and word analysis skills in decoding words: R1.3.1.1.1
        a. Identify, know the meaning of and read words with common prefixes and suffixes. R1.3.1.1.1.A
        b. Decode multi-syllabic words. R1.3.1.1.1.B
        c. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity. R1.3.1.1.1.C
    2. Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension. R1.3.1.1.2

1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.3.1
    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. R2.3.1.2.1
    2. At grade 3 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.3.1.2.2
    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. R2.3.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.3.1
    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. R3.3.1.3.1

Skip to main content

1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.3.1

    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. R4.3.1.4.1
    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. R4.3.1.4.2
    3. Describe how details about characters, setting, conflict, resolution and events work together to develop the plot of a literary text. R4.3.1.4.3
    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. R4.3.1.4.4

1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.3.1

    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. R5.3.1.5.1
    2. Use informational text features (e.g., captions, subheadings, glossaries, indexes and interactive images) to understand information relevant to a given topic. R5.3.1.5.2
    3. Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements in text. R5.3.1.5.3

1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.3.1

    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. R6.3.1.6.1
    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). R6.3.1.6.2
    3. Identify if the text is informational or literary and support with evidence. R6.3.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.3.1

    1. Identify an author's argument and support with details from the text. R7.3.1.7.1

Skip to main content

1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.3.1
    1. Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres. R8.3.1.8.1
    2. Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text. R8.3.1.8.2
1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.3.1
    1. Collect information from two or more sources on a topic of personal interest or academic focus. R9.3.1.9.1
    2. Demonstrate understanding of relevance and credibility of sources. R9.3.1.9.2

Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.3.2
    1. Use correct punctuation (including commas in series and apostrophes), spelling, capitalization and grammar authentically in writing. W1.3.2.1.1
    2. Apply spelling patterns and rules to spell multi-syllabic words, high-frequency words authentically in writing. W1.3.2.1.2
    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. W1.3.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.3.2
    1. Write routinely for a range of tasks, purposes, and audiences (e.g., personal interest, enjoyment, academic tasks). W2.3.2.2.1
    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. W2.3.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.3.2
    1. Plan, draft, revise, edit and publish writing, using self-reflection, guidance and support from peers and educators. W3.3.2.3.1
    2. Use words and phrases for effect, differentiating between conventions of spoken and written English. W3.3.2.3.2
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.3.2
    1. Write to argue, providing and organizing evidence for supporting points and using linking words and phrases. W4.3.2.4.1
    2. Write to persuade, blending opinion and facts that support the opinion. W4.3.2.4.2

Skip to main content

2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.3.2
    1. Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years. W5.3.2.5.1
    2. Write to respond to thoughts and feelings of characters in a literary text. W5.3.2.5.2
2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.3.2
    1. Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict. W6.3.2.6.1
    2. Use dialogue and descriptive words, in written narratives, poetry or other creative text. W6.3.2.6.2
2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.3.2
    1. Ask relevant questions to distinguish fact from opinion. W7.3.2.7.1
    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. W7.3.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.3.2
    1. Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism. 3.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

Skip to main content

33. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.33

    1. Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. LSVEI1.3.3.1.1

        a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. LSVEI1.3.3.1.1.A

        b. Participate as a speaker and listener, reviewing key ideas shared by others. LSVEI1.3.3.1.1.B

        c. Express one's own ideas, stories and experiences, linking to comments of others. LSVEI1.3.3.1.1.C

        d. Help to establish group member roles and timeline for work. LSVEI1.3.3.1.1.D

        e. Identify and work toward a shared goal. LSVEI1.3.3.1.1.E

        f. Follow sequence of a story or discussion or steps in a process. LSVEI1.3.3.1.1.F

    2. Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion. LSVEI1.3.3.1.2

    3. Receive and act on feedback from others, self- reflect, and provide constructive feedback on peers' work, with guidance and support from adults. LSVEI1.3.3.1.3

33. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.33

    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). LSVEI2.3.3.2.1

33. Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.33

    1. Create written, oral and digital content that communicates knowledge and ideas, including relevant facts and descriptive details, in a variety of presentation styles. LSVEI3.3.3.3.1

    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. LSVEI3.3.3.3.2