



Notre École

FRENCH IMMERSION STEAM SCHOOL

3rd grade Language Arts Standards and Benchmarks

Strand	Standard	No.	Benchmark	Qtr.	Unit and lessons
Reading	Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.	3.1.1.1	Know and apply grade-level phonics and word analysis skills in decoding words: -Identify, know the meaning of, and read words with common prefixes and suffixes. -Decode multi-syllabic words; -Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
		3.1.1.2	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
	Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from	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.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
		3.1.2.2	Select, read, and comprehend texts that address academic tasks,	1/2/3/4	GB+

Reading	multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.		proficiently at grade 3 text complexity.		Lecture suivie Littérature de jeunesse
		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.	1/2/3/4	GB+ Lecture suivie Littérature de jeunesse
	Read independently, both self-selected and teacher- directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	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.	3/4	Unit 'Voyageur'
		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.	1/2/3/4	GB+ Lecture suivie Littérature de jeunesse
	Read critically to comprehend, interpret, and analyze themes	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.	2/3	GB+ Lecture

Reading	and central ideas in complex literary and informational texts.				suivie Litterature de jeunesse
		3.1.4.3	Describe how details about characters, setting, conflict, resolution, and events work together to develop the plot of a literary text.	3/4	GB+ Lecture suivie Litterature de jeunesse
		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.	3/4	GB+ Lecture suivie Litterature de jeunesse
		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.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	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.	1/2/3/4	GB+ Lecture suivie Litterature de jeunesse
		3.1.5.3	Interpret the ideas/ information conveyed through illustrations, graphics, and other audiovisual elements in text.	1/2/3/4	GB+

Reading					Lecture suivie Littérature de jeunesse
Reading	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.	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.	1/2/3/4	GB+ Lecture suivie Littérature de jeunesse Unit 'Voyageur'
		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)	1/2/3/4	GB+ Lecture suivie Littérature de jeunesse
		3.1.6.3	Identify if the text is informational or literary, and support with evidence.	3/4	GB+ Lecture suivie Littérature de jeunesse
	Evaluate arguments and specific claims from complex informational texts.	3.1.7.1	Identify an author's argument and support with details from the text.	3/4	GB+ Lecture suivie

					Litterature de jeunesse
Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	3.1.8.1	Demonstrate understanding of figurative language as it is used in texts to express the style of specific genres.	4	GB+	Lecture suivie Litterature de jeunesse
	3.1.8.2	Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.	3/4	GB+	Lecture suivie Litterature de jeunesse
Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.	3.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.	1/2	GB+	Lecture suivie Litterature de jeunesse
	3.1.9.1	Demonstrate understanding of relevance and credibility of sources.	3/4	GB+	Lecture suivie Litterature de jeunesse
	3.2.1.1	Use correct punctuation (including commas in series and apostrophes), spelling, capitalization, and grammar, authentically in writing.	1/2		Lecture suivie

Writing	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.				Productions d'écrits
Writing		3.2.1.2	Apply spelling patterns and rules to spell multi-syllabic words, high-frequency words, authentically in writing.	1/2/3/4	Dictée
		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.	1/2/3/4	Dictée RSEEG
Writing	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.	3.2.2.1	Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)	1/2/3/4	Productions d'écrits
		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.	2/3	Productions d'écrits Lecture suivie
	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	3.2.3.1	Plan, draft, revise, edit, and publish writing, using self-reflection, guidance, and support from peers and educators.	1/2/3/4	Productions d'écrits
		3.2.3.2	Use words and phrases for effect, differentiating between conventions of spoken and written English.	3/4	Dictée Productions d'écrits
	Write arguments to support claims and to persuade in an	3.2.4.1	Write to argue, providing and organizing evidence for supporting points, and using linking words and phrases.	3/4	Productions d'écrits

Writing	analysis of topics or texts, using valid reasoning and evidence while considering audience.	3.2.4.2	Write to persuade blending opinion and facts that support the opinion.	3/4	Productions d'écrits
	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.	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.	1/2	Productions d'écrits
		3.2.5.2	Write to respond to thoughts and feelings of characters in a literary text.	2/3	Productions d'écrits
	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	3.2.6.1	Write to tell a story, describing thoughts and feelings to develop characters as they interact with conflict.	2/3	Productions d'écrits Lecture suivie
		3.2.6.2	Use dialogue and descriptive words, in written narratives, poetry, or other creative text.	2/3	Productions d'écrits Lecture suivie
	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	3.2.7.1	Ask relevant questions to distinguish fact from opinion.	1/2	Productions d'écrits
		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.	3/4	Productions d'écrits

	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	3.2.8.1	Use and cite two or more sources on a topic, both quoting and summarizing sources, avoiding plagiarism.	3/4	
Listening, Speaking, Viewing, and Exchanging Ideas	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.	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. -Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. -Participate as a speaker and listener, reviewing key ideas shared by others. -Express one's own ideas, stories, and experiences, linking to comments of others. -Help to establish group member roles and timeline for work. -Identify and work toward a shared goal. -Follow sequence of a story or discussion, or steps in a process.	3/4	Productions d'écrits Lecture suivie
		3.3.1.2	Ask and answer questions to check understanding of content and viewpoints, as well as for clarification, in a discussion.	1/2	Lecture suivie Language oral
		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.	2/3	Lecture suivie Language oral
Listening,					

Speaking, Viewing, and Exchanging Ideas	Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	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).	3/4	Lecture suivie Language oral
	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	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.	3/4	Lecture suivie Language oral
		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.	3/4	Lecture suivie Language oral