Main Criteria: Adventures in Writing Secondary Criteria: North Dakota Content Standards

> Subject: Language Arts Grade: 3

## **Adventures in Writing**

Benjamin Franklin's Lightning Rod

#### North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

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### Reading Standards for Informational/Nonfiction Text

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.

BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Speaking and Listening Standards
		Speaking and Listening Standards  Comprehension and Collaboration
STANDARD	3.SL.1.	
STANDARD  BENCHMARK  GRADE LEVEL	3.SL.1. 3.SL.1.a.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
BENCHMARK  GRADE LEVEL EXPECT ATION		Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR	3.SL.1.a.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	3.SL.1.a. 3.SL.1.b.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks
BENCHMARK  GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR	3.SL.1.a.  3.SL.1.b.  3.SL.1.c.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
BENCHMARK  GRADE LEVEL EXPECT AT ION  INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT	3.SL.1.a.  3.SL.1.b.  3.SL.1.c.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Explain their own ideas and understanding in light of the discussion.

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#### **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.Rl.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK

Craft and Structure

GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.

#### **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language

GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	3.L.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).
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.Rl.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL	3.RI.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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EXPECTATION

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GRADE LEVEL

EXPECTATION

3.W.5.

#### Reading Standards for Informational/Nonfiction Text

STANDARD					
BENCHMARK		Range of Reading and Level of Text Complexity			
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and echnical texts, on grade level independently.			
CONTENT STANDARD		Reading Standards: Foundational Skills			
BENCHMARK		Phonics and Word Recognition			
GRADE LEVEL EXPECTATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.			
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.			
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.			
CONTENT STANDARD		Reading Standards: Foundational Skills			
BENCHMARK		Fluency			
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.			
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.			
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
CONTENT STANDARD		Writing Standards			
BENCHMARK		Text Types and Purposes			
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.			
CONTENT ST ANDARD		Writing Standards			
BENCHMARK		Production and Distribution of Writing			
GRADE LEVEL EXPECTATION	3.W.4.	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.)			

Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should

demonstrate command of Language standards 1-3 up to and including grade 3.)

GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

INDICATOR		
	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
	3.L.2.	Within the context of authentic English writing and speaking  Display proficiency in:
EXPECTATION	<b>3.L.2.</b> 3.L.2.m.	
EXPECTATION INDICATOR		Display proficiency in:
INDICATOR INDICATOR	3.L.2.m.	Display proficiency in:  Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
INDICATOR INDICATOR INDICATOR CONTENT	3.L.2.m.	Display proficiency in:  Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  Use conventional spelling for high-frequency and other studied words.
INDICATOR INDICATOR INDICATOR CONTENT STANDARD	3.L.2.m.	Display proficiency in:  Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  Use conventional spelling for high-frequency and other studied words.  Language Standards
INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	3.L.2.m. 3.L.2.o.	Display proficiency in:  Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  Use conventional spelling for high-frequency and other studied words.  Language Standards  Knowledge of Language
INDICATOR INDICATOR INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	3.L.2.m. 3.L.2.o.	Display proficiency in:  Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  Use conventional spelling for high-frequency and other studied words.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECT ATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.			
INDICATOR	3.L.4.b.	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).			
CONTENT STANDARD		Language Standards			
BENCHMARK		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.			
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			
		Hannibal's War			
		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017			
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text			
BENCHMARK		Key Ideas and Details			
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.			
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.			
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BENCHMARK		Craft and Structure			
GRADE LEVEL EXPECTATION	3.RI.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.			
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text			
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GRADE LEVEL EXPECTATION	3.RI.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).			
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text			
BENCHMARK		Range of Reading and Level of Text Complexity			
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.			

#### Reading Standards: Foundational Skills

BENCHMARK		Fluency			
GRADE LEVEL EXPECTATION	3.RF.4.	ead with sufficient accuracy and fluency to support comprehension.			
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.			
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

#### CONTENT STANDARD

#### **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.

#### CONTENT STANDARD

#### Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

#### CONTENT STANDARD

#### Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
CONTENT		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:

INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).			
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.			
CONTENT STANDARD		Language Standards			
BENCHMARK		Knowledge of Language			
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
INDICATOR	3.L.3.a.	Choose words and phrases for effect.			
CONTENT STANDARD		Language Standards			
BENCHMARK		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.			
CONTENT STANDARD		Language Standards			
BENCHMARK		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.			
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			
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		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017			
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text			
BENCHMARK		Key Ideas and Details			
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.			
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.			
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text			

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3

BENCHMARK

GRADE LEVEL

**EXPECTATION** 

3.RI.4.

**Craft and Structure** 

topic or subject area.

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GRADE LEVEL 3.W.6.

standards 1-3.

EXPECTATION

#### Reading Standards for Informational/Nonfiction Text

STANDARD				
BENCHMARK		Integration of Knowledge and Ideas		
GRADE LEVEL EXPECTATION	3.RI.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).		
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text		
BENCHMARK		Range of Reading and Level of Text Complexity		
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.		
CONTENT STANDARD		Reading Standards: Foundational Skills		
BENCHMARK		Fluency		
GRADE LEVEL EXPECT ATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.		
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.		
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
CONTENT STANDARD		Writing Standards		
BENCHMARK		Text Types and Purposes		
GRADE LEVEL EXPECT ATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.		
CONTENT STANDARD		Writing Standards		
BENCHMARK		Production and Distribution of Writing		
GRADE LEVEL EXPECTATION	3.W.4.	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.)		
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)		

Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital

tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in

#### Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

#### CONTENT STANDARD

#### Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.

#### CONTENT STANDARD

#### Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

#### CONTENT STANDARD

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

#### CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.n.	Use commas in addresses.
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

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#### Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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#### Leif Eriksson

#### North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

#### CONTENT STANDARD

#### Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.Rl.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.

#### CONTENT STANDARD

#### Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.

#### CONTENT STANDARD

#### Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).

#### CONTENT STANDARD

#### Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.

#### CONTENT STANDARD

#### Reading Standards: Foundational Skills

BENCHMARK	Fluency
GRADE LEVEL EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 3.RF.4.a. Read grade-level text with purpose and understanding.

INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.f.	Ensure subject verb-agreement.
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.q.	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:

INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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## North Dakota Content Standards

Language Arts
Grade 3 - Adopted: 2017

CONTENT Reading Standards for Informational/Nonfiction Text STANDARD

BENCHMARK	Key Ideas and Details	
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GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
EXPECTATION		technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
CONTENT		
CONTENT STANDARD	3.RF.4.	Reading Standards: Foundational Skills
CONTENT STANDARD BENCHMARK GRADE LEVEL	<b>3.RF.4.</b> 3.RF.4.a.	Reading Standards: Foundational Skills  Fluency  Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	3.RF.4.a.	Reading Standards: Foundational Skills  Fluency  Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR	3.RF.4.a.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR	3.RF.4.a. 3.RF.4.b.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  CONTENT	3.RF.4.a. 3.RF.4.b.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD	3.RF.4.a. 3.RF.4.b.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	3.RF.4.b. 3.RF.4.c.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes

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CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT		Language Standards

BENCHMARK Conventions of Standard English
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GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.f.	Ensure subject verb-agreement.
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL	3.L.1.	Within the context of authentic English writing and speaking

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.q.	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

## CONTENT STANDARD

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).

#### CONTENT STANDARD

BENCHMARK		Knowledge of Language				
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
INDICATOR	3.L.3.a.	hoose words and phrases for effect.				
CONTENT STANDARD		Language Standards				
BENCHMARK		Vocabulary Acquisition and Use				
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.				
CONTENT STANDARD		Language Standards				
BENCHMARK		Vocabulary Acquisition and Use				
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.				
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).				
		Mayflower, Part 1				
		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017				
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text				
BENCHMARK		Key Ideas and Details				
GRADE LEVEL EXPECTATION	3.Rl.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.				
GRADE LEVEL EXPECTATION	3.Rl.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.				
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text				
BENCHMARK		Craft and Structure				
GRADE LEVEL EXPECTATION	3.Rl.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.				

# CONTENT STANDARD Reading Standards for Informational/Nonfiction Text Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 3.RI.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).

Reading Standards for Informational/Norfliction Text	GRADE LEVEL EXPECTATION	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.			
BENCHMARK  CONTENT STANDARD  SREADE LEVEL EXPECTATION  Read grade-level text with purpose and understanding.  Read grade-level text with purpose and understanding.  Rough standards  Read grade-level text with purpose and understanding.  Rough standards  Read grade-level text with purpose and understanding.  Rough standards  Read grade-level text with purpose and understanding.  Rough standards  Read grade-level text with purpose and understanding.  Rough standards  Rough standards  Read grade-level text with purpose and understanding.  Rough standards  Rough standards  Read grade-level text with purpose and understanding, rereading as necessary.  Writing Standards  Writing Standards  Text Types and Purposes  GRADE LEVEL SAW-2.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Writing Standards  Benchmark  Production and Distribution of Writing  GRADE LEVEL EXPECTATION  BENCHMARK  Production and Distribution of Writing  GRADE LEVEL EXPECTATION  Saw-3.  Develop and strengther writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).  GRADE LEVEL EXPECTATION  Saw-8.  Read grade level text writing Standards  Content Speaking and Listening Standards  Content Speaking and Listening Standards  Comprehension and Collaboration  Content Standards  Comprehension and Collaboration  Expectations (one-on-one, in groups, and teacher-led) Expectation on there' ideas and expressing their own			Reading Standards for Informational/Nonfiction Text			
EXPECTATION technical texts, on grade level independently.  CONTENT STANDARD  Reading Standards: Foundational Skills  BENCHMARK  Fluency  GRADE LEVEL SAF-4.  Read with sufficient accuracy and fluency to support comprehension.  RIDICATOR 3.RF-4.  Read grade-level text with purpose and understanding.  INDICATOR 3.RF-4.  Read grade-level text with purpose and understanding.  INDICATOR 3.RF-4.  Read grade-level text with purpose and understanding.  INDICATOR 3.RF-4.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CONTENT STANDARD  Writing Standards  Text Types and Purposes  GRADE LEVEL EXPECTATION  INDICATOR 3.W-2.  Introduce a topic and group related information together, include illustrations when useful to alding comprehension.  CONTENT STANDARD  BENCHMARK  Production and Distribution of Writing  GRADE LEVEL EXPECTATION  3.W-3.  3.W-4.  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.)  GRADE LEVEL EXPECTATION  3.W-5.  Develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)  GRADE LEVEL EXPECTATION  Speaking and Listening Standards  CONTENT STANDARD  Speaking and Listening Standards  Comprehension and Collaboration  CRADE LEVEL CRADE LEVEL COMPREHENCE OF	BENCHMARK		ange of Reading and Level of Text Complexity			
BENCHMARK   Fluency		3.RI.10.				
RADE LEVEL EXPECTATION   3.RF.4.   Read with sufficient accuracy and fluency to support comprehension.			Reading Standards: Foundational Skills			
INDICATOR 3.RF.4.a. Read grade-level text with purpose and understanding.  INDICATOR 3.RF.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  INDICATOR 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  CONTENT STANDARD  BENCHMARK Text Types and Purposes  GRADE LEVEL EXPECTATION  Writing Standards  Writing Standards  Writing Standards  Writing Standards  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  CONTENT STANDARD  BENCHMARK  Production and Distribution of Writing  GRADE LEVEL 3.W.4. 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)  GRADE LEVEL 3.W.5. Develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3)  GRADE LEVEL 3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT Speaking and Listening Standards  BENCHMARK Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own	BENCHMARK		Fluency			
INDICATOR 3.RF.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  INDICATOR 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  BENCHMARK Text Types and Purposes  GRADE LEVEL EXPECTATION 3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  INDICATOR 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  CONTENT STANDARD Writing Standards  BENCHMARK Production and Distribution of Writing  GRADE LEVEL EXPECTATION 3.W.5. Develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1–3.)  GRADE LEVEL EXPECTATION 3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT Speaking and Listening Standards  Comprehension and Collaboration  BENCHMARK Comprehension and 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		3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.			
INDICATOR 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  GRADE LEVEL EXPECTATION 3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  EXPECTATION 3.W.2. Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.  CONTENT STANDARD Writing Standards  BENCHMARK Production and Distribution of Writing  GRADE LEVEL EXPECTATION 3.W.4. 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.)  GRADE LEVEL EXPECTATION Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  GRADE LEVEL EXPECTATION Speaking and Listening Standards  CONTENT Speaking and Listening Standards  Comprehension and Collaboration  BENCHMARK Comprehension and Collaboration grade 3 topics and texts, building on others' ideas and expressing their own with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own	INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.			
BENCHMARK  GRADE LEVEL EXPECTATION  BENCHMARK  Text Types and Purposes  GRADE LEVEL EXPECTATION  3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Writing Standards  Writing Standards  Writing Standards  Writing Standards  BENCHMARK  Production and Distribution of Writing  GRADE LEVEL EXPECTATION  3.W.4. 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.)  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  BENCHMARK  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own	INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
BENCHMARK  Text Types and Purposes  GRADE LEVEL EXPECTATION  3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  INDICATOR  3.W.2. Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.  CONTENT STANDARD  BENCHMARK  Production and Distribution of Writing  GRADE LEVEL EXPECTATION  3.W.4. 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.)  GRADE LEVEL EXPECTATION  3.W.5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  GRADE LEVEL EXPECTATION  Speaking and Listening Standards  CONTENT STANDARD  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  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	INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
GRADE LEVEL EXPECTATION  3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Writing Standards  Writing Standards  BENCHMARK  Production and Distribution of Writing  GRADE LEVEL EXPECTATION  3.W.4. 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.)  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)  GRADE LEVEL EXPECTATION  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL 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			Writing Standards			
INDICATOR 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  BENCHMARK Production and Distribution of Writing  GRADE LEVEL EXPECTATION 3.W.4. 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.)  GRADE LEVEL EXPECTATION Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  GRADE LEVEL EXPECTATION 3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT Speaking and Listening Standards  BENCHMARK Comprehension and Collaboration  GRADE LEVEL Expectation 3.S.L.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	BENCHMARK		Text Types and Purposes			
BENCHMARK  Production and Distribution of Writing  3.W.4. 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.)  GRADE LEVEL EXPECTATION  3.W.5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  GRADE LEVEL EXPECTATION  3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT Speaking and Listening Standards  BENCHMARK Comprehension and Collaboration  GRADE LEVEL EXPECTATION  BENCHMARK Comprehension and Collaboration  GRADE LEVEL EXPECTATION  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		0.147.0	Write informative/explanatory texts to examine a tonic and convey ideas and information clearly			
BENCHMARK Production and Distribution of Writing  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  3.W.4. 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.)  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  3.S.L.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		3.W.Z.	write informative explanatory texts to examine a topic and convey ideas and information clearly.			
GRADE LEVEL EXPECTATION  3.W.4. 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.)  GRADE LEVEL EXPECTATION  3.W.5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  GRADE LEVEL EXPECTATION  3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT STANDARD  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  3.SL.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	EXPECTATION					
EXPECTATION expectations for writing types are defined in standards 1–3.)  GRADE LEVEL EXPECTATION  3.W.5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  GRADE LEVEL EXPECTATION  3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  CONTENT Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  3.SL.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	INDICATOR  CONTENT		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			
GRADE LEVEL EXPECTATION  GRADE LEVEL STANDARD  GRADE LEVEL STANDARD  GRADE LEVEL STANDARD  GRADE LEVEL STANDARD  GRADE LEVEL Speaking and Listening Standards  GRADE LEVEL Speaking and Collaboration  GRADE LEVEL Speaking and Collaboration  GRADE LEVEL Standards  GRADE LEVEL Speaking and Collaboration  GRADE LEVEL Standards  GRADE LEVEL STANDARD  GRADE LEVEL STA	INDICATOR  CONTENT STANDARD		Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards			
CONTENT STANDARD  Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  3.SL.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	INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific			
BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  3.SL.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	INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL	3.W.2.a. 3.W.4.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  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.)  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should			
GRADE LEVEL S.SL.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	INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION	3.W.2.a. 3.W.4.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  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.)  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  Recall information from experiences or gather information from print and digital sources; take brief notes on sources			
EXPECT ATION with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own	INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT	3.W.2.a. 3.W.4.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  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.)  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.			
	INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  GRADE LEVEL EXPECTATION  CONTENT STANDARD	3.W.2.a. 3.W.4.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  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.)  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  Speaking and Listening Standards			

INDICATOR	3.SL.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.				
INDICATOR	3.SL.1.b.	ollow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, peaking one at a time about the topics and texts under discussion).				
INDICATOR	3.SL.1.c.	ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.				
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.				
CONTENT STANDARD		Speaking and Listening Standards				
BENCHMARK		Comprehension and Collaboration				
GRADE LEVEL EXPECTATION	3.SL.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.				
CONTENT ST AND ARD		Speaking and Listening Standards				
BENCHMARK		Presentation of Knowledge and Ideas				
GRADE LEVEL EXPECTATION	3.SL.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.				
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)				
CONTENT STANDARD		Language Standards				
BENCHMARK		Conventions of Standard English				
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking				
INDICATOR		Practice:				
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.				
CONTENT STANDARD		Language Standards				
BENCHMARK		Conventions of Standard English				
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking				
INDICATOR		Practice:				
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.				
CONTENT STANDARD		Language Standards				
BENCHMARK		Knowledge of Language				

GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	3.L.3.a.	Choose words and phrases for effect.	
CONTENT Language Standards STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.	
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
		Mayflower, Part 2	
		North Dakota Content Standards	

#### North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.

#### **Writing Standards** CONTENT **STANDARD**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

#### CONTENT Language Standards **STANDARD**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	3.L.1.e.	Form and use prepositional phrases.

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.f.	Ensure subject verb-agreement.
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

#### CONTENT STANDARD

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.q.	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.

#### CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

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#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.

#### CONTENT STANDARD

#### Language Standards

BENCHMARK	Knowledge of Language
GRADE LEVEL 3.L.3 EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 3.L.3.a. Choose words and phrases for effect.

#### My Friend, Part 1

## North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

#### CONTENT STANDARD

#### Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL 3 EXPECTATION	3.RI.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.

#### CONTENT STANDARD

#### Reading Standards: Foundational Skills

BENCHMARK	Fluency
GRADE LEVEL 3.RF.4. EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 3.RF.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### CONTENT STANDARD

#### **Writing Standards**

BENCHMARK	-	Text Types and Purposes
GRADE LEVEL 3.W EXPECTATION	W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR 3.W.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

#### CONTENT STANDARD

#### **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
		My Friend, Part 2
		North Dakota Content Standards

### North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

CONTENT STANDARD	Writing Standards
BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.

#### **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

#### CONTENT STANDARD

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.i.	Use regular plural nouns orally by adding /s/ or /es/.
INDICATOR	3.L.1.j.	Form and use regular and irregular plural nouns.
INDICATOR	3.L.1.l.	Use possessive nouns.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

#### CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.

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#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

#### CONTENT STANDARD

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.

#### CONTENT STANDARD

#### Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INIDICATOR	21.20	Change words and phrases for effect

INDICATOR 3.L.3.a. Choose words and phrases for effect.

#### My House, Part 1

# North Dakota Content Standards Language Arts Grade 3 - Adopted: 2017

#### CONTENT STANDARD

#### Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.

#### CONTENT STANDARD

#### Reading Standards: Foundational Skills

BENCHMARK	Fluency
GRADE LEVEL EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 3.RF.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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#### **Writing Standards**

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR

3.W.2.a.

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

#### CONTENT STANDARD

#### **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

#### CONTENT STANDARD

#### Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

#### CONTENT STANDARD

#### **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

#### CONTENT STANDARD

BENCHMARK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

My House, Part 2

# North Dakota Content Standards Language Arts Grade 3 - Adopted: 2017

CONTENT
<b>STANDARD</b>

#### **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.

#### CONTENT STANDARD

#### **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

#### CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.i.	Use regular plural nouns orally by adding /s/ or /es/.
INDICATOR	3.L.1.j.	Form and use regular and irregular plural nouns.
INDICATOR	3.L.1.l.	Use possessive nouns.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.

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CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
		Nile River, Yangtze River
		North Dakota Content Standards

Form and use comparative and superlative adverbs and choose between them depending on what is to be

North Dakota Content Standards Language Arts Grade 3 - Adopted: 2017

CONTENT **STANDARD** 

INDICATOR

3.L.1.o.

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECT ATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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## **Writing Standards**

STANDARD		
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

#### CONTENT STANDARD

EXPECTATION

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	3.L.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).
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		Orchestra and Conductor
		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.Rl.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
EXPECTATION		
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
CONTENT		

Reading Standards for Informational/Nonfiction Text

Integration of Knowledge and Ideas

CONTENT STANDARD

BENCHMARK

GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	3.L.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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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		Roanoke, Part 1

#### Roanoke, Part 1

## North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

#### CONTENT STANDARD

#### Reading Standards for Informational/Nonfiction Text

STANDARD		
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.

#### CONTENT STANDARD

## Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
GRADE LEVEL EXPECTATION	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

## CONTENT

STANDARD		
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency

GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

3.SL.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.
	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
3.SL.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.
3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
	Language Standards
	Conventions of Standard English
3.L.1.	Within the context of authentic English writing and speaking
	Practice:
3.L.1.m.	Form and use regular and irregular verbs.
3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
	Language Standards
	Knowledge of Language
3.L.3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>3.L.3.</b> 3.L.3.a.	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Language Standards  Vocabulary Acquisition and Use
3.L.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
3.L.3.a. 3.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
3.L.3.a. 3.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.
3.L.3.a. 3.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards
3.L.4. 3.L.4.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Choose words and phrases for effect.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards  Vocabulary Acquisition and Use
	3.L.1. 3.L.1.m.

## North Dakota Content Standards

## Language Arts

Grade 3 - Adopted: 2017

CONTENT
STANDARD

## **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.

## CONTENT STANDARD

## Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.

#### CONTENT STANDARD

#### Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

#### CONTENT STANDARD

## Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Demonstrate proficiency in:

INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
		Roman Colosseum
		North Dakota Content Standards

# North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

## CONTENT STANDARD

## Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.

#### CONTENT STANDARD

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.Rl.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
	0.05.4	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR  CONTENT STANDARD		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes
INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR	3.W.2. 3.W.2.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  CONTENT	3.W.2. 3.W.2.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.
INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  CONTENT STANDARD	3.W.2. 3.W.2.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Develop the topic with facts, definitions, and details.  Writing Standards

GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:

INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		Roman Hoplite, American Quarter Horse
		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK

Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
BENOTIMATE		Tox Types and Tarpeses
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL	<b>3.W.2.</b> 3.W.2.a.	
GRADE LEVEL EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION  INDICATOR  CONTENT		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
GRADE LEVEL EXPECTATION  INDICATOR  CONTENT STANDARD		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards
GRADE LEVEL EXPECT ATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	3.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should
GRADE LEVEL EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  CONTENT	3.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  CONTENT STANDARD	3.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  Speaking and Listening Standards
GRADE LEVEL EXPECTATION  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION	3.W.2.a. 3.W.5.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  Writing Standards  Production and Distribution of Writing  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)  Speaking and Listening Standards  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own

INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		Rooster, Part 1

## North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.Rl.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK Production and Distribution of Writing  GRADE LEVEL SW4. 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)  GRADE LEVEL EXPECTATION Develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).  CONTENT Speaking and Listening Standards  Speaking and Listening Standards  SPENCHMARK Comprehension and Collaboration  GRADE LEVEL EXPECTATION SILIA.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-ted) writin diverse partners on grade 3 topics and texts, building on others ideas and expressing their own ideas and expressing their own drief information scown about the topic to explore ideas under discussion.  RDICATOR SILIA.  Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information scown about the topic to explore ideas under discussion.  RDICATOR SILIA.  Follow agreed-upon rules for discussions (e.g., glaining the floor in respectful ways, listening to others with care, speaking one at a time about the tipics and lexis under discussion.  RDICATOR SILIA.  Explain their own ideas and understanding of information presented, stay on topic, and link their comments to the remarks of others.  RDICATOR SPEAKing and Listening Standards  CONTENT SPEAKing and Listening Standards  CONTENT SPEAKing and Listening Standards  CONTENT SPEAKing and Listening Standards  Presentation of Knowledge and Ideas  CRADE LEVEL SILIA.  Speaking and Listening Standards  SPEAKing and a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive deaths, speaking clearly at an understandable pace.  CRADE LEVEL SILIA.  Speak in complete seriences when appropriate to task and situation in order to provide requested detail or clarked and pace.	INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CRADE LEVEL SWA. 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)  GRADE LEVEL SW5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3)  CONTENT STANDARD  Speaking and Listening Standards  Comprehension and Collaboration  CRADE LEVEL EXPECTATION Speaking and Listening Standards  Comprehension and Collaboration  CRADE LEVEL EXPECTATION SSL1.2. 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.  INDICATOR SSL1.3. 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.  INDICATOR SSL1.6. 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.  INDICATOR SSL1.6. Explain their own ideas and understanding of information presented, stay on topic, and link their comments to the remarks of others.  CONTENT Speaking and Listening Standards  STANDARD COMPREHENSION As Quantitatively, and orally.  CONTENT Speaking and Listening Standards  STANDARD Presentation of Knowledge and Ideas  CRADE LEVEL SSL2. 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.  CRADE LEVEL SSL2. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations)			Writing Standards
expectations to writing types are defined in standards 1-3)  GRADE LEVEL  SWS.  Develop and strengthen writing as needed by planning, revising, and editing, (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).  CONTENT  Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL  A.S.L.1.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with oliverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  INDICATOR  3.S.L.1.  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.  INDICATOR  3.S.L.1.  Follow agreed-upon rules for discussions (e.g., gaining the floor in respectabl ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  3.S.L.1.  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  INDICATOR  3.S.L.1.  Explain their own ideas and understanding in light of the discussion.  Speaking and Listening Standards  CONTENT  Speaking and Listening Standards  CONTENT  Speaking and Listening Standards  BENCHMARK  Presentation of Knowledge and ideas  GRADE LEVEL  3.S.L.2.  Report on a typic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  GRADE LEVEL  3.S.L.3.  Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations)	BENCHMARK		Production and Distribution of Writing
CONTENT SPANDARD  Speaking and Listening Standards  Speaking and Listening Standards  Speaking and Listening Standards  Speaking and Listening Standards  SPANDARD  SPANDARD  SPANDARD  SPANDARD  3.S.L.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.  INDICATOR  3.S.L.1.  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.  INDICATOR  3.S.L.1.  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  INDICATOR  3.S.L.1.  Explain their own ideas and understanding in light of the discussion.  Speaking and Listening Standards  SPANDARD  SPANDARD  SPANDARD  COMPENSION ASSESSION ASSE		3.W.4.	
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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.    INDICATOR   3.S.L.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.    INDICATOR   3.S.L.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).    INDICATOR   3.S.L.1.c.   Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.    INDICATOR   3.S.L.1.d.   Explain their own ideas and understanding in light of the discussion.    CONTENT   Speaking and Listening Standards			Speaking and Listening Standards
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other information known about the topic to explore ideas under discussion.  INDICATOR 3.SL.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).  INDICATOR 3.SL.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  INDICATOR 3.SL.1.d. Explain their own ideas and understanding in light of the discussion.  CONTENT Speaking and Listening Standards  BENCHMARK Comprehension and Collaboration  GRADE LEVEL EXPECTATION 3.SL.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.  CONTENT Speaking and Listening Standards  BENCHMARK Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION 3.SL.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.  GRADE LEVEL EXPECTATION 3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		3.SL.1.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
INDICATOR  3.S.L.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  INDICATOR  3.S.L.1.d. Explain their own ideas and understanding in light of the discussion.  CONTENT STANDARD  Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  Speaking and Listening Standards  CONTENT STANDARD  Speaking and Listening Standards  Speaking and Listening Standards  CONTENT STANDARD  Speaking and Listening Standards  Speaking and Listening Standards  GRADE LEVEL EXPECTATION  Speaking and Listening Standards  GRADE LEVEL Speaking and Listening Standards  Speaking and Listening Standards  GRADE LEVEL Speaking Standards  GRADE LEVEL Speaking Standards  Speaking clearly at an understandable pace.  GRADE LEVEL Speaking Clearly at an understandable pace.  GRADE LEVEL Speaking Clearly at an understandable pace.  Language Standards  Language Standards	INDICATOR	3.SL.1.a.	
INDICATOR 3.S.L.1.d. Explain their own ideas and understanding in light of the discussion.  CONTENT STANDARD  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  Speaking and Listening Standards  CONTENT STANDARD  Speaking and Listening Standards  BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL SAL-A. 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.  GRADE LEVEL SAL-A. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  Language Standards	INDICATOR	3.SL.1.b.	
Speaking and Listening Standards  BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  Speaking and Listening Standards  CONTENT Speaking and Listening Standards  Speaking and Listening Standards  BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  3.SL.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.  GRADE LEVEL EXPECTATION  3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  Language Standards	INDICATOR	3.SL.1.c.	
BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  3.S.L.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.  Speaking and Listening Standards  BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  3.S.L.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.  GRADE LEVEL EXPECTATION  3.S.L.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  Language Standards	INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
GRADE LEVEL EXPECTATION  3.SL.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.  Speaking and Listening Standards  BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  3.SL.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.  GRADE LEVEL EXPECTATION  3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  Language Standards			Speaking and Listening Standards
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BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  3.SL.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.  GRADE LEVEL EXPECTATION  3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  Language Standards		3.SL.2.	
GRADE LEVEL EXPECTATION  3.SL.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.  GRADE LEVEL EXPECTATION  3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  Language Standards			Speaking and Listening Standards
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EXPECTATION clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  CONTENT Language Standards STANDARD		3.SL.4.	
STANDARD		3.SL.6.	
BENCHMARK Conventions of Standard English			Language Standards
	BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.i.	Use regular plural nouns orally by adding /s/ or /es/.
INDICATOR	3.L.1.j.	Form and use regular and irregular plural nouns.
INDICATOR	3.L.1.l.	Use possessive nouns.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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		North Dakota Content Standards

## North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

CONTENT	Writing Standards
STANDARD	

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.

CONTENT
<b>STANDARD</b>

## Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

## CONTENT STANDARD

## Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

## CONTENT STANDARD

## Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.

## CONTENT STANDARD

## Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

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BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.

#### CONTENT STANDARD

## Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.

#### The Fox and the Crow, Part 1

# North Dakota Content Standards Language Arts Grade 3 - Adopted: 2017

## CONTENT STANDARD

## Reading Standard for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RL.2.	Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
GRADE LEVEL EXPECTATION	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.

#### CONTENT STANDARD

## Reading Standard for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	3.RL.6.	Distinguish their own point of view from that of the narrator or those of the characters.
CONTENT		Reading Standard for Literature/Fiction

#### CONTENT STANDARD

## Reading Standard for Literature/Fiction

BENCHMARK	Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	3.RL.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).
CONTENT STANDARD		Reading Standard for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.3.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL	<b>3.W.3.</b> 3.W.3.a.	Write narratives to develop real or imagined experiences or events using effective technique,
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECT ATION	3.W.3.a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR	3.W.3.a. 3.W.3.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT	3.W.3.a. 3.W.3.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Provide a sense of closure.
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD	3.W.3.a. 3.W.3.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Provide a sense of closure.  Writing Standards
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	3.W.3.a. 3.W.3.b. 3.W.3.d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Provide a sense of closure.  Writing Standards  Production and Distribution of Writing  Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific
GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  GRADE LEVEL	3.W.3.a. 3.W.3.b. 3.W.3.d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  Provide a sense of closure.  Writing Standards  Production and Distribution of Writing  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.)  Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should

GRADE LEVEL EXPECT ATION	3.SL.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.	
INDICATOR	3.SL.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.	
INDICATOR	3.SL.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).	
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	3.SL.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.	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	3.SL.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.	
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.	
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.	

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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

The Fox and the Crow, Part 2

## North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

#### CONTENT STANDARD

#### Reading Standard for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.

#### CONTENT STANDARD

#### Reading Standards: Foundational Skills

BENCHMARK	Fluency
GRADE LEVEL EXPECT ATION	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 3.RF.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### CONTENT STANDARD

## Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
INDICATOR	3.W.3.d.	Provide a sense of closure.

#### CONTENT STANDARD

## **Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
		Language Standards
CONTENT STANDARD BENCHMARK		Language Standards  Conventions of Standard English
STANDARD	3.L.2.	
STANDARD  BENCHMARK  GRADE LEVEL	3.L.2.	Conventions of Standard English
BENCHMARK  GRADE LEVEL EXPECTATION	3.L.2.i.	Conventions of Standard English  Within the context of authentic English writing and speaking
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR		Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  CONTENT	3.L.2.i.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use underlining, quotation marks, or italics to indicate titles of works.  Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR	3.L.2.i.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use underlining, quotation marks, or italics to indicate titles of works.  Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD	3.L.2.i.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use underlining, quotation marks, or italics to indicate titles of works.  Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).  Language Standards
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL	3.L.2.i. 3.L.2.j.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use underlining, quotation marks, or italics to indicate titles of works.  Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).  Language Standards  Conventions of Standard English
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  INDICATOR  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION	3.L.2.i. 3.L.2.j.	Conventions of Standard English  Within the context of authentic English writing and speaking  Practice:  Use underlining, quotation marks, or italics to indicate titles of works.  Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).  Language Standards  Conventions of Standard English  Within the context of authentic English writing and speaking

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BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.

#### The Theft of Thor's Hammer, Part 1

## North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

#### CONTENT STANDARD

#### Reading Standard for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RL.2.	Recount stories, including fables, folktales, and myths from diverse cultures to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
GRADE LEVEL EXPECTATION	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and their actions.

#### CONTENT STANDARD

## Reading Standard for Literature/Fiction

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
GRADE LEVEL EXPECTATION	3.RL.6.	Distinguish their own point of view from that of the narrator or those of the characters.

#### CONTENT STANDARD

## Reading Standard for Literature/Fiction

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RL.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).

#### CONTENT STANDARD

## Reading Standard for Literature/Fiction

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.

#### CONTENT STANDARD

#### Reading Standards: Foundational Skills

BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECT ATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
INDICATOR	3.W.3.d.	Provide a sense of closure.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.

INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.			
INDICATOR	3.L.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).			
CONTENT STANDARD		Language Standards			
BENCHMARK		Vocabulary Acquisition and Use			
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.			
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			
		The Theft of Thor's Hammer, Part 2			
		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017			
CONTENT STANDARD		Reading Standard for Literature/Fiction			
BENCHMARK		Key Ideas and Details			
GRADE LEVEL EXPECTATION	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.			
CONTENT STANDARD		Reading Standards: Foundational Skills			
BENCHMARK		Phonics and Word Recognition			
GRADE LEVEL EXPECTATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.			
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.			
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.			
CONTENT STANDARD		Reading Standards: Foundational Skills			
BENCHMARK		Fluency			
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.			
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
CONTENT STANDARD		Writing Standards			
BENCHMARK		Text Types and Purposes			
GRADE LEVEL EXPECTATION	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			

INDICATOR	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
INDICATOR	3.W.3.d.	Provide a sense of closure.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.f.	Ensure subject verb-agreement.
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking		
INDICATOR		Demonstrate proficiency in:		
INDICATOR	3.L.1.q.	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).		
CONTENT ST ANDARD		Language Standards		
BENCHMARK	CHMARK Conventions of Standard English			
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking		
INDICATOR		Practice:		
INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).		
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.		
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).		
CONTENT STANDARD		Language Standards		
BENCHMARK		Conventions of Standard English		
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking		
INDICATOR		Display proficiency in:		
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).		
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.		
CONTENT STANDARD		Language Standards		
BENCHMARK		Knowledge of Language		
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
INDICATOR	3.L.3.a.	Choose words and phrases for effect.		
CONTENT STANDARD		Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
INDICATOR	3.L.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).		

#### Language Arts

Grade 3 - Adopted: 2017

CONTENT
STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.RI.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.Rl.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.

INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
		Speaking and Listening Standards
CONTENT STANDARD		
STANDARD		Comprehension and Collaboration
	3.SL.1.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

 $3. SL. 1. b. \quad \text{Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,} \\$ 

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

INDICATOR

3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remark of others.
3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
	Speaking and Listening Standards
	Comprehension and Collaboration
3.SL.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media ar formats, including visually, quantitatively, and orally.
	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
3.SL.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive deta speaking clearly at an understandable pace.
3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
	Language Standards
	Conventions of Standard English
3.L.1.	Within the context of authentic English writing and speaking
	Practice:
3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
	Language Standards
	Conventions of Standard English
3.L.2.	Within the context of authentic English writing and speaking
	Practice:
3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts
	3.SL.1.d.  3.SL.2.  3.SL.1.h.  3.L.1.n.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
		Language Standards  Vocabulary Acquisition and Use
STANDARD	3.L.4.	
STANDARD  BENCHMARK  GRADE LEVEL	3.L.4.a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
BENCHMARK  GRADE LEVEL EXPECTATION		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
BENCHMARK  GRADE LEVEL EXPECT AT ION  INDICATOR	3.L.4.a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/
BENCHMARK  GRADE LEVEL EXPECT ATION  INDICATOR  INDICATOR  CONTENT	3.L.4.a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  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).
BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  INDICATOR  CONTENT STANDARD	3.L.4.a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  Use sentence-level context as a clue to the meaning of a word or phrase.  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).  Language Standards

Treasure Map, Part 1

# North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

## CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	3.Rl.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.
GRADE LEVEL EXPECTATION	3.RI.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.

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GRADE LEVEL 3.W.4.

EXPECTATION

## Reading Standards for Informational/Nonfiction Text

STANDARD		
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.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.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
GRADE LEVEL EXPECTATION	3.RI.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing

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.)

GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		Treasure Map, Part 2
		North Dakota Content Standards  Language Arts  Grade 3 - Adopted: 2017
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.

## William Penn, Part 1

North Dakota Content Standards
Language Arts
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CONTENT STANDARD

BENCHMARK	Key Ideas and Details

GRADE LEVEL EXPECTATION	3.Rl.1.	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text a the basis for the answers.
GRADE LEVEL EXPECTATION	3.Rl.2.	Determine the main idea of a text and recount the key details to explain how they support the main idea.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	3.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.RI.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).
GRADE LEVEL EXPECTATION	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	3.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	3.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

CONTENT	
STANDARD	)

BENCHMARK

**Conventions of Standard English** 

## Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	3.SL.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.
INDICATOR	3.SL.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.
INDICATOR	3.SL.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).
INDICATOR	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	3.SL.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.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	3.SL.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.
GRADE LEVEL EXPECTATION	3.SL.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards

CDADE LEVE	0.1.4	Wishing the content of each again Francisco and a second
GRADE LEVEL EXPECT ATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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## North Dakota Content Standards Language Arts

Grade 3 - Adopted: 2017

CONTENT Reading Standards: Foundational Skills STANDARD

BENCHMARK	Phonics and Word Recognition
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GRADE LEVEL EXPECTATION	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	3.W.4.	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.)
GRADE LEVEL EXPECTATION	3.W.5.	Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
GRADE LEVEL EXPECTATION	3.W.6.	Use technology16, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
INDICATOR	3.L.1.n.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

BENCHMARK

**Conventions of Standard English** 

GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	3.L.2.j.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	3.L.2.m.	Generalize learned spelling patterns when writing words (e.g., cage $\rightarrow$ badge; boy $\rightarrow$ boil).
INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	3.L.3.a.	Choose words and phrases for effect.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

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).

INDICATOR

3.L.4.b.