

Adventures in Writing

Benjamin Franklin's Lightning Rod

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.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.
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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.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.)
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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.)
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GRADE LEVEL EXPECTATION	3.W.6.	Use technology ¹⁶ , 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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD

Speaking and Listening Standards

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

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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
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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.
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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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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD

Reading Standards: Foundational Skills

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.
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INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
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CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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 technology ¹⁶ , 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
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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.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 → 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
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GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR 3.L.3.a. Choose words and phrases for effect.

CONTENT STANDARD

Language Standards

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

Hagia Sophia

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

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

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
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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
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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
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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.
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CONTENT STANDARD**Reading Standards: Foundational Skills**

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.
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INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
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CONTENT STANDARD**Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD**Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.)
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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.)
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GRADE LEVEL EXPECTATION	3.W.6.	Use technology ¹⁶ , 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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD

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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs 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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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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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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).
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INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
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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.
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CONTENT STANDARD

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BENCHMARK		Vocabulary Acquisition and Use
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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.
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INDICATOR 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

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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
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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.

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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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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 technology ¹⁶ , 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.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD **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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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
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GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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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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CONTENT STANDARD **Language Standards**

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

**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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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.

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 technology ¹⁶ , 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.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.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.

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).

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
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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
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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
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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
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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
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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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.
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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.)
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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.)
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GRADE LEVEL EXPECTATION	3.W.6.	Use technology ¹⁶ , 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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD

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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.f.	Ensure subject verb-agreement.
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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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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INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
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CONTENT STANDARD

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...
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INDICATOR		Demonstrate proficiency in:
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INDICATOR	3.L.1.q.	Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).
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INDICATOR	3.L.1.w.	Use adverbs depending on what is to be modified.
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CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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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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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).
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INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
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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.
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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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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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Magnets

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

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

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.
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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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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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 technology ¹⁶ , 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
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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 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 → 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	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).

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.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).

GRADE LEVEL EXPECTATION	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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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.)
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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.)
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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.
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CONTENT STANDARD

Speaking and Listening Standards

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

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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.
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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
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GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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
Language Arts
Grade 3 - Adopted: 2017**

CONTENT STANDARD

Writing Standards

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

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		Introduce:

INDICATOR 3.L.1.e. Form and use prepositional phrases.

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 → 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	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 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	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.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 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		
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.

My Friend, 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	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 technology ¹⁶ , 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.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

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 → 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	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 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	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.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.)

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		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.
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My House, 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.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.)
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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.)
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GRADE LEVEL EXPECTATION	3.W.6.	Use technology ¹⁶ , 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.
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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		Practice:
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	3.L.1.i.	Use regular plural nouns orally by adding /s/ or /es/.
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INDICATOR	3.L.1.j.	Form and use regular and irregular plural nouns.
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INDICATOR	3.L.1.l.	Use possessive nouns.
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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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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INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs 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.
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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.
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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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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).
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INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
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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.
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Nile River, Yangtze River

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

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.
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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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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

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.
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INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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
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.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).

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
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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
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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
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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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD

Reading Standards: Foundational Skills

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.
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INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
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CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
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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.)
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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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.
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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.
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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.)
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CONTENT STANDARD **Language Standards**

BENCHMARK **Conventions of Standard English**

GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
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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.
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INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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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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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).

Roanoke, 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
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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
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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
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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).

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

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 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
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD

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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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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		Knowledge of Language
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GRADE LEVEL EXPECTATION	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	3.L.3.a.	Choose words and phrases for effect.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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.
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INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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

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 technology ¹⁶ , 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
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.
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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.
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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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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).
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INDICATOR	3.L.2.o.	Use conventional spelling for high-frequency and other studied words.
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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.
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Roman Colosseum

**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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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.)
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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.)
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GRADE LEVEL EXPECTATION	3.W.6.	Use technology ¹⁶ , 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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.)
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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		Practice:
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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:
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INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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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.
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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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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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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
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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).
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
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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.)
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD **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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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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		Vocabulary Acquisition and Use
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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.
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INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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

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.

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

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD

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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.i.	Use regular plural nouns orally by adding /s/ or /es/.
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INDICATOR	3.L.1.j.	Form and use regular and irregular plural nouns.
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INDICATOR	3.L.1.l.	Use possessive nouns.
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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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Rooster, Part 2

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

CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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 technology ¹⁶ , 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	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 → 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	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 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 STANDARD**Reading Standard for Literature/Fiction**

BENCHMARK		Integration of Knowledge and Ideas
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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).
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CONTENT STANDARD

Reading Standard for Literature/Fiction

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
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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.
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INDICATOR	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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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.
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INDICATOR	3.W.3.d.	Provide a sense of closure.
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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.)
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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.)
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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
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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
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GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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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
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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.
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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).

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
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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 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
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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.)

GRADE LEVEL EXPECTATION	3.W.6.	Use technology ¹⁶ , 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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD

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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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
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GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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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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CONTENT STANDARD

Language Standards

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

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 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.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
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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.
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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
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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 technology ¹⁶ , 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
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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 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 → 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	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

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.

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.
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INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
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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.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
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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 technology ¹⁶ , 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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD **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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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
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GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	3.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
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INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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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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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	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).

Treasure Map, 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
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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
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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.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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).
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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).
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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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.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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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.)
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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.)
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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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).
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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.
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INDICATOR	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
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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.
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CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.)
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CONTENT STANDARD

Language Standards

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

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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.
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INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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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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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.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.
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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 technology ¹⁶ , 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
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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.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 → 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	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
 Grade 3 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

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.
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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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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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).
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GRADE LEVEL EXPECTATION	3.RI.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	3.RF.4.a.	Read grade-level text with purpose and understanding.
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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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INDICATOR	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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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.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 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
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GRADE LEVEL EXPECTATION	3.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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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
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GRADE LEVEL EXPECTATION	3.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	3.L.2.i.	Use underlining, quotation marks, or italics to indicate titles of works.
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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INDICATOR	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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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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William Penn, Part 2

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

CONTENT STANDARD **Reading Standards: Foundational Skills**

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.
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INDICATOR	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.RF.3.b.	Decode words with common Latin suffixes.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	3.W.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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INDICATOR	3.W.2.b.	Develop the topic with facts, definitions, and details.
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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.)
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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.)
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GRADE LEVEL EXPECTATION	3.W.6.	Use technology ¹⁶ , 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.
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CONTENT STANDARD **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...
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INDICATOR		Practice:
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INDICATOR	3.L.1.h.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	3.L.1.m.	Form and use regular and irregular verbs.
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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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INDICATOR	3.L.1.o.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
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CONTENT STANDARD **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		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 → 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	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).