

Main Criteria: Adventures in Writing
Secondary Criteria: South Dakota Content Standards
Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Language .L.	
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Language .L.	
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.3.RI. Reading Standards for Informational Text	
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
GOAL/STRAND	SD.3.RI. Reading Standards for Informational Text	
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.
GOAL/STRAND	SD.3.RI. Reading Standards for Informational Text	
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
GOAL/STRAND	SD.3.RI. Reading Standards for Informational Text	
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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SUPPORTING SKILLS	3.L.1.i.	Use coordinating and subordinating conjunctions.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 3.L.2.a. Capitalize appropriate words in titles.

SUPPORTING SKILLS 3.L.2.e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 3.L.3.a. Choose words and phrases for effect.

SUPPORTING SKILLS 3.L.3.b. Recognize and observe differences between formal and informal English.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

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INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR.A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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SUPPORTING SKILLS	3.RF.3.b.	Decode words with common Latin suffixes.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	3.L.4.b.	Determine the meaning of words when affixes are added.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR.A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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SUPPORTING SKILLS	3.RF.3.b.	Decode words with common Latin suffixes.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	3.L.4.b.	Determine the meaning of words when affixes are added.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Hannibal's War

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 3.SL.2. Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
---------------------------------	--	--

STANDARD 3.SL.4. Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.

STANDARD 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.)

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS 3.L.1.b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

SUPPORTING SKILLS 3.L.1.h. Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 3.L.2.a. Capitalize appropriate words in titles.

SUPPORTING SKILLS 3.L.2.e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS 3.L.3.a. Choose words and phrases for effect.

SUPPORTING SKILLS 3.L.3.b. Recognize and observe differences between formal and informal English.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

John Muir

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD SD.CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCRA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD SD.CCRA.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
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STANDARD 3.RI.7. Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD 3.RI.10. Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

SUPPORTING SKILLS 3.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

SUPPORTING SKILLS 3.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
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STANDARD 3.RF.4. Read with sufficient accuracy and fluency to support comprehension.

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

SUPPORTING SKILLS 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD 3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS 3.W.2.a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.

SUPPORTING SKILLS 3.W.2.b. Develop the topic with facts, definitions, and details.

SUPPORTING SKILLS 3.W.2.d. Provide a conclusion.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 3.L.1.b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

SUPPORTING SKILLS 3.L.1.e. Form and use regular and irregular verbs.

SUPPORTING SKILLS 3.L.1.h. Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 3.L.2.a. Capitalize appropriate words in titles.

SUPPORTING SKILLS 3.L.2.b. Use commas in addresses.

SUPPORTING SKILLS 3.L.2.e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 3.L.3.a. Choose words and phrases for effect.

SUPPORTING SKILLS 3.L.3.b. Recognize and observe differences between formal and informal English.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Leif Eriksson

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD SD.CCR A.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD SD.CCR A.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS 3.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

SUPPORTING SKILLS 3.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

SUPPORTING SKILLS 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS 3.W.2.a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.

SUPPORTING SKILLS 3.W.2.b. Develop the topic with facts, definitions, and details.

SUPPORTING SKILLS 3.W.2.d. Provide a conclusion.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

STANDARD 3.W.6. With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.g.	Ensure subject-verb and pronoun-antecedent agreement.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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Magnets

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD SD.CCR A.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR A.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD 3.RI.2. Determine the main idea of a text; identify the key details and explain how they support the main idea.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD 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.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD 3.RI.7. Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS 3.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

SUPPORTING SKILLS 3.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/B ENCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS 3.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS 3.W.2.a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.

SUPPORTING SKILLS 3.W.2.b. Develop the topic with facts, definitions, and details.

SUPPORTING SKILLS 3.W.2.d. Provide a conclusion.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

STANDARD 3.W.6. With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	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.
SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.g.	Ensure subject-verb and pronoun-antecedent agreement.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 3.L.2.a. Capitalize appropriate words in titles.

SUPPORTING SKILLS 3.L.2.e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS 3.L.3.a. Choose words and phrases for effect.

SUPPORTING SKILLS 3.L.3.b. Recognize and observe differences between formal and informal English.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
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SUPPORTING SKILLS 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.
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SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Mayflower, Part 1

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
STANDARD	3.RI.9.	Compare and contrast the main ideas and key details presented in two texts on the same topic.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	3.W.8.	Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
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SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.
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SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK	Vocabulary Acquisition and Use	
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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Mayflower, Part 2

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Text Types and Purposes	
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Production and Distribution of Writing	
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Range of Writing	
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK	Presentation of Knowledge and Ideas	
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STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD SD.CCR A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS 3.W.2.a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.

SUPPORTING SKILLS 3.W.2.b. Develop the topic with facts, definitions, and details.

SUPPORTING SKILLS 3.W.2.d. Provide a conclusion.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

STANDARD 3.W.6. With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
SUPPORTING SKILLS	3.L.1.g.	Ensure subject-verb and pronoun-antecedent agreement.
SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

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

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

My Friend, Part 1

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD SD.CCR A.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD 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.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS 3.W.2.a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
STANDARD	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.)

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

My Friend, Part 2

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.

SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 3.L.3.a. Choose words and phrases for effect.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

My House, Part 1

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD SD.CCR A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
STANDARD	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.)

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK	Vocabulary Acquisition and Use	
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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My House, Part 2

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Text Types and Purposes	
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Production and Distribution of Writing	
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK	Range of Writing	
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK	Conventions of Standard English	
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR.A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR.A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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Nile River, Yangtze River

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

SUPPORTING SKILLS 3.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

SUPPORTING SKILLS 3.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Phonics and Word Recognitions
STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

SUPPORTING SKILLS 3.RF.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

SUPPORTING SKILLS 3.RF.3.b. Decode words with common Latin suffixes.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

SUPPORTING SKILLS 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS 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.

SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
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SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	3.L.4.b.	Determine the meaning of words when affixes are added.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.
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SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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Orchestra and Conductor

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD SD.CCR A.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR A.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD SD.CCR A.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD SD.CCR A.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD SD.CCR A.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR A.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCR.A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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SUPPORTING SKILLS	3.RF.3.b.	Decode words with common Latin suffixes.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 3.L.3.b. Recognize and observe differences between formal and informal English.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

SUPPORTING SKILLS 3.L.4.b. Determine the meaning of words when affixes are added.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Roanoke, Part 1

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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STANDARD	3.RI.9.	Compare and contrast the main ideas and key details presented in two texts on the same topic.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	3.W.8.	Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.

STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Roanoke, Part 2

South Dakota Content Standards**Language Arts**

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD SD.CCR A.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD SD.CCR A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD SD.CCR A.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD SD.CCR A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/BE ENCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE ENCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS 3.W.2.a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.

SUPPORTING SKILLS 3.W.2.b. Develop the topic with facts, definitions, and details.

SUPPORTING SKILLS 3.W.2.d. Provide a conclusion.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE ENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

STANDARD 3.W.6. With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE ENCHMARK		Range of Writing
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STANDARD 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE ENCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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Roman Colosseum

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD SD.CCR A.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.**

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.**

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD SD.CCR A.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.**

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCR A.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.**

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD SD.CCR A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 3.L.2.a. Capitalize appropriate words in titles.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 3.L.3.a. Choose words and phrases for effect.

SUPPORTING SKILLS 3.L.3.b. Recognize and observe differences between formal and informal English.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Roman Hoplite, American Quarter Horse

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
SUPPORTING SKILLS	3.SL.1.c.	Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.
SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Rooster, Part 1

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD SD.CCR A.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD SD.CCR A.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS 3.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

SUPPORTING SKILLS 3.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

SUPPORTING SKILLS 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS 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.

SUPPORTING SKILLS 3.SL.1.b. Follow agreed-upon rules for discussions.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
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SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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Rooster, Part 2

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

The Fox and the Crow, Part 1

South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	3.RL.2.	Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
STANDARD	3.RL.3.	Describe characters in a story and explain how their actions contribute to the plot.

GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
STANDARD	3.RL.6.	The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.

GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	3.RL.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	3.RL.10.	By the end of the year, read and comprehend a variety of literary texts.
SUPPORTING SKILLS	3.RL.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
SUPPORTING SKILLS	3.RL.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.3.	Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.

SUPPORTING SKILLS 3.W.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

SUPPORTING SKILLS 3.W.3.b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD 3.W.4. With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD 3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD 3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS 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.

SUPPORTING SKILLS 3.SL.1.b. Follow agreed-upon rules for discussions.

SUPPORTING SKILLS 3.SL.1.c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others.

SUPPORTING SKILLS 3.SL.1.d. Explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
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SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.
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SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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The Fox and the Crow, Part 2

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD SD.CCR A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD SD.CCR A.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD SD.CCR A.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD SD.CCR A.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD SD.CCR A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD 3.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

STANDARD	3.RL.2.	Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	3.W.3.	Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.W.3.b.	Use narrative techniques, such as 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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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS 3.L.1.b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

SUPPORTING SKILLS 3.L.1.h. Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 3.L.2.a. Capitalize appropriate words in titles.

SUPPORTING SKILLS 3.L.2.e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

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

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

The Theft of Thor's Hammer, Part 1

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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STANDARD	3.RL.2.	Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
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STANDARD	3.RL.3.	Describe characters in a story and explain how their actions contribute to the plot.
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GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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STANDARD	3.RL.6.	The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.
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GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RL.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
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GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RL.10.	By the end of the year, read and comprehend a variety of literary texts.
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SUPPORTING SKILLS	3.RL.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	3.RL.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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SUPPORTING SKILLS	3.RF.3.b.	Decode words with common Latin suffixes.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	3.W.3.	Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.W.3.b.	Use narrative techniques, such as 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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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
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SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	3.L.4.b.	Determine the meaning of words when affixes are added.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.
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SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

The Theft of Thor's Hammer, Part 2

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD SD.CCR A.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCR A.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	3.RL.2.	Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	3.W.3.	Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.

SUPPORTING SKILLS	3.W.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	3.W.3.b.	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
STANDARD	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.)

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
SUPPORTING SKILLS	3.L.1.g.	Ensure subject-verb and pronoun-antecedent agreement.
SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS 3.L.4.b. Determine the meaning of words when affixes are added.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

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**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD SD.CCR A.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD SD.CCR A.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.**

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.

SUPPORTING SKILLS 3.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).

SUPPORTING SKILLS 3.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

SUPPORTING SKILLS 3.RF.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes.

SUPPORTING SKILLS 3.RF.3.b. Decode words with common Latin suffixes.

GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

SUPPORTING SKILLS 3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS 3.W.2.a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.

SUPPORTING SKILLS 3.W.2.b. Develop the topic with facts, definitions, and details.

GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	3.W.3.	Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences.

SUPPORTING SKILLS	3.W.3.b.	Use narrative techniques, such as 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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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.

STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	3.L.4.b.	Determine the meaning of words when affixes are added.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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Treasure Map, Part 1

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Craft and Structure
----------------------------	--	----------------------------

STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
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SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.
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SUPPORTING SKILLS	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Treasure Map, Part 2

South Dakota Content Standards

Language Arts

Grade 3 - Adopted: 2018

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD SD.CCR A.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD SD.CCR A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD SD.CCR A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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William Penn, Part 1

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	3.RI.2.	Determine the main idea of a text; identify the key details and explain how they support the main idea.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	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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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	3.RI.7.	Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
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STANDARD	3.RI.9.	Compare and contrast the main ideas and key details presented in two texts on the same topic.
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GOAL/STRAND SD.3.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	3.RI.10.	Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
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SUPPORTING SKILLS	3.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands).
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SUPPORTING SKILLS	3.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	3.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	3.W.8.	Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	3.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.b.	Follow agreed-upon rules for discussions.
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SUPPORTING SKILLS	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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SUPPORTING SKILLS	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	3.SL.2.	Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.3.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	3.SL.4.	Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
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STANDARD	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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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
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SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
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SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.
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SUPPORTING SKILLS	3.L.3.b.	Recognize and observe differences between formal and informal English.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases

SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.

SUPPORTING SKILLS 3.L.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
----------------------------	--	---------------------------------------

STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

William Penn, Part 2

**South Dakota Content Standards
Language Arts
Grade 3 - Adopted: 2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD SD.CCR A.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/BENCHMARK		Range of Writing
----------------------------	--	-------------------------

STANDARD SD.CCR A.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR.A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
-----------------------------	--	---------------------------------------

STANDARD	SD.CCR.A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.3.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	3.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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SUPPORTING SKILLS	3.RF.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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SUPPORTING SKILLS	3.RF.3.b.	Decode words with common Latin suffixes.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	3.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
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SUPPORTING SKILLS	3.W.2.b.	Develop the topic with facts, definitions, and details.
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SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	3.W.4.	With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	3.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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STANDARD	3.W.6.	With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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GOAL/STRAND SD.3.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	3.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	3.L.1.b.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
SUPPORTING SKILLS	3.L.1.e.	Form and use regular and irregular verbs.
SUPPORTING SKILLS	3.L.1.h.	Form and use adverbs and adjectives (comparative and superlative).

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	3.L.2.a.	Capitalize appropriate words in titles.
SUPPORTING SKILLS	3.L.2.e.	Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	3.L.3.a.	Choose words and phrases for effect.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	3.L.4.	Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
SUPPORTING SKILLS	3.L.4.b.	Determine the meaning of words when affixes are added.

GOAL/STRAND SD.3.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
---------------------------------	--	---------------------------------------

STANDARD	3.L.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.
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