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
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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
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
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.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
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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 .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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

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
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/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
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.h.	Form and use adverbs and adjectives (comparative and superlative).
SUPPORTING SKILLS	3.L.1.i.	Use coordinating and subordinating conjunctions.

#### 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.

South Dakota Content Standards Language Arts

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Grade 3 - Adopted: 2018

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

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

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

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

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

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INDICATOR/B ENCHMARK	Range of Writing		
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STANDARD	SD.CCR	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	A.W.10.	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.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

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

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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

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

#### 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	
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.h.	Form and use adverbs and adjectives (comparative and superlative).

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

SKILLS

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

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INDICATORIBE NCHMARK STANDARD 3.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING STANDARD SUPPORTING STANDARD SUPPORTING SU		3.L.2.e.		
STANDARD 3.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING 31.3. Choose words and phrases for effect.  SUPPORTING 31.3. Recognize and observe differences between formal and informal English.  SKILLS  SOALISTRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  NCHMARK  STANDARD 3.1.4. Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  SUPPORTING 3.1.4. Use sentence-level context as a clue to the meaning of a word or phrase.  SKILLS  SUPPORTING 3.1.4. Determine the meaning of words when affixes are added.  SKILLS  SOALISTRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  NCHMARK  STANDARD 3.1.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  SUPPORTING 3.1.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SL.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SCALLS Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SL.5. Demonstrate understanding of words and phrases in context.  SUPPORTING SCALLS DESTING SCALLS DESTINATION SD.3.L Language Standards  Vocabulary Acquisition and Use  SCALISTRAND SD.3.L Language Standards  Vocabulary Acquisition and Use  STANDARD 3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.	GOAL/STRAND	SD.3.L.	Language Standards	
SUPPORTING SLIA. Choose words and phrases for effect  SKILLS  SUPPORTING 3.1.3b. Recognize and observe differences between formal and informal English.  SKILLS  GOALISTRAND SD.3.L. Language Standards  INDICATORIBE NCHMARK  Vocabulary Acquisition and Use  STANDARD 3.1.4. Use effexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  SUPPORTING 3.1.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.  SKILLS  SUPPORTING 3.1.4.b. Determine the meaning of words when affixes are added.  SKILLS  GOALISTRAND SD.3.L. Language Standards  INDICATORIBE NCHMARK  Vocabulary Acquisition and Use  STANDARD 3.1.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SKILLS  GOALISTRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  SUPPORTING 3.1.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SKILLS  GOALISTRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  SCHANDARD 3.1.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.			Knowledge of Language	
SKILLS  SUPPORTING SKILLS  SOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use NCHMARK  STANDARD 3.L.4. Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  SUPPORTING SKILLS  SUPPORTING 3.L.4. Determine the meaning of words when affixes are added.  SKILLS  SOAL/STRAND SD.3.L. Language Standards  INDICATOR/BE NCHMARK  Vocabulary Acquisition and Use NCHMARK  STANDARD 3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING 3.L.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SKILLS  SOAL/STRAND SD.3.L. Language Standards  Uocabulary Acquisition and Use  STANDARD 3.L.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SKILLS  SOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  NUICATOR/BE NCHMARK  Vocabulary Acquisition and Use  STANDARD 3.L.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.	STANDARD	3.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
SKILLS  GOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  NCHMARK  STANDARD 3.L.4. Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  SUPPORTING SKILLS  SUPPORTING 3.L.4.b. Determine the meaning of words when affixes are added.  SKILLS  GOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  NCHMARK  STANDARD 3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  SUPPORTING 3.L.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SINDICATOR/BE  GOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  NCHMARK  STANDARD 3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SL.5. Language Standards  Vocabulary Acquisition and Use  STANDARD 3.L.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.		3.L.3.a.	Choose words and phrases for effect.	
NODICATOR/BE NCHMARK  STANDARD  3.L.4. Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  SUPPORTING SKILLS  SUPPORTING SKILLS  SUPPORTING SL.4.b. Determine the meaning of words when affixes are added.  SKILLS  GOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  STANDARD  3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  SUPPORTING SL.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SKILLS  SOAL/STRAND  SD.3.L. Language Standards  Vocabulary Acquisition and Use  STANDARD  3.L.5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.		3.L.3.b.	Recognize and observe differences between formal and informal English.	
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  SUPPORTING SKILLS  SUPPORTING SLIL. Language Standards  Vocabulary Acquisition and Use  STANDARD  3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  SUPPORTING SLILS. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  SUPPORTING SLILS. Distinguish the literal and nonliteral meanings of words and phrases in context.  SUPPORTING SLILS. Language Standards  Vocabulary Acquisition and Use  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.	GOAL/STRAND	SD.3.L.	Language Standards	
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.  SUPPORTING SCILLS  SD.3.L. Language Standards  Vocabulary Acquisition and Use  STANDARD  3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  SUPPORTING SL.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SUPPORTING SUPPORT SUPPORTING SUPPORTING SUPPORTING SUPPORTING SUPPORTING SUPPORTI			Vocabulary Acquisition and Use	
SUPPORTING SKILLS  GOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use NCHMARK STANDARD 3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  GOAL/STRAND SD.3.L. Language Standards  Vocabulary Acquisition and Use STANDARD 3.L.5. Distinguish the literal and nonliteral meanings of words and phrases in context.  SUPPORTING SKILLS  GOAL/STRAND SD.3.L. Language Standards  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.	STANDARD	3.L.4.		
STANDARD SD.3.L. Language Standards Vocabulary Acquisition and Use NCHMARK STANDARD 3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS SOBJECTION SD.3.L. Language Standards  INDICATOR/B ENCHMARK STANDARD 3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.	SUPPORTING SKILLS	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.	
INDICATOR/BE NCHMARK  STANDARD  3.L.5. Demonstrate understanding of word relationships and subtle differences in word meanings.  SUPPORTING SKILLS  GOAL/STRAND  SD.3.L. Language Standards  INDICATOR/B ENCHMARK  STANDARD  3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.		3.L.4.b.	Determine the meaning of words when affixes are added.	
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.  SD.3.L. Language Standards  INDICATOR/B ENCHMARK  STANDARD  3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.	GOAL/STRAND	SD.3.L.	Language Standards	
SUPPORTING SKILLS  GOAL/STRAND SD.3.L. Language Standards  INDICATOR/B ENCHMARK  STANDARD  3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.			Vocabulary Acquisition and Use	
SKILLS  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.	STANDARD	3.L.5.	Demonstrate understanding of word relationships and subtle differences in word meanings.	
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.		3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.	
STANDARD  3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.	GOAL/STRAND	SD.3.L.	Language Standards	
phrases to convey ideas precisely.			Vocabulary Acquisition and Use	
Hagia Sophia	STANDARD	3.L.6.		
			Haqia Sophia	

#### 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
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.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
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STANDARD	SD.CCR	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	A.W.10.	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.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

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

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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

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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.Rl.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).
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.	rite 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/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	RD 3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher 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		resentation 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.	monstrate command of the conventions of standard English grammar and usage when writing or eaking.	
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

SKILLS

INDICATOR/BE NCHMARK		onventions of Standard English	
STANDARD	3.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
SUPPORTING	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.	anguage 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		ocabulary 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.	anguage 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.	
		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/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
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.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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	A.W.9.	

## 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

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.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

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

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

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).
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
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/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
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.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

SKILLS

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	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.

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/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

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

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

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

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.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 Speaking and Listening

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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
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

1

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

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

#### 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
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.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.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/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.

#### Leif Eriksson

#### South Dakota Content Standards Language Arts

Grade 3 - Adopted: 2018

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

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	Read and comprehend complex literary and informational texts independently and proficiently.

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

INDICATOR/B ENCHMARK	Text Types and Purposes	
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STANDARD	SD.CCR	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
	A.W.2.	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 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.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.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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 .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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.Rl.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).
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
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.
SUPPORTING SKILLS	3.W.2.d.	Provide a conclusion.

#### 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 Range of Writing ENCHMARK
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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
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
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.
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.

#### 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
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.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 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.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.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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

INDICATOR/B 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 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A.L.2.

### 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 .L.	College and Career Readiness Anchor Standards for Language
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).
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

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

### 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
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 Conventions of Standard English NCHMARK
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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

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.

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.

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.
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		Integration of Knowledge and Ideas
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.

## 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.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		Research to Build and Present Knowledge
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.
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
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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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
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
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.

# $\begin{tabular}{ll} {\bf GOAL/STRAND} & {\bf SD.CCRA~College~and~Career~Readiness~Anchor~Standards~for~Language~.} \\ {\bf L.} \end{tabular}$

STANDARD

3.RF.4.

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.
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
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.Rl.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

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/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		Research to Build and Present Knowledge
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.

### 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
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.h.	Form and use adverbs and adjectives (comparative and superlative).
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	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context.
SKILLS		

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.

### 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

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.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

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		Presentation of Knowledge and Ideas
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.

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

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR	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

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.

### 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.

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/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.

My Friend, Part 1

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

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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing

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
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.

## 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.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
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
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 .L.	College and Career Readiness Anchor Standards for Language
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.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.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.
ST ANDARD  SUPPORTING SKILLS	<b>3.W.2.</b> 3.W.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.
SUPPORTING SKILLS	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension
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  GOAL/STRAND  INDICATOR/B	3.W.2.a.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.  Writing Standards
SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/B ENCHMARK	3.W.2.a. SD.3.W.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.  Writing Standards  Production and Distribution of Writing  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–
SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD	3.W.2.a.  SD.3.W.  3.W.4.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.  Writing Standards  Production and Distribution of Writing  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.)  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
SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD	3.W.2.a.  SD.3.W.  3.W.4.	Introduce a topic and group related information together; include text features when useful to support comprehension for the reader.  Writing Standards  Production and Distribution of Writing  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.)  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/BE	Comprehension and Collaboration
NCHMARK	

personal enjoyment, interest, and academic tasks.

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.

#### 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.

### My Friend, Part 2

### South Dakota Content Standards Language Arts

Grade 3 - Adopted: 2018

## $\begin{tabular}{lll} {\bf GOAL/STRAND} & {\bf SD.CCRA~College~and~Career~Readiness~Anchor~Standards~for~Writing~.} \\ {\bf W.} \\ \end{tabular}$

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.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

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

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

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

### 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.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.

INDICATOR/BE NCHMARK		Knowledge of Language
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/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.

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
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.

## 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.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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 .L.	College and Career Readiness Anchor Standards for Language
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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	3.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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.

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

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.

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
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

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	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

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.

### 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.L. Language Standards

NCHMARK		INDICATOR/BE		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.
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).

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

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

Presentation of Knowledge and Ideas

INDICATOR/B

**ENCHMARK** 

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 .L.	College and Career Readiness Anchor Standards for Language
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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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
STANDADD	2 DL 7	Lies information gained from engelife images (a.g. illustrations many photographs) and the world in a training

Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to

STANDARD

3.RI.7.

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.Rl.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

SKILLS

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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/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	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
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.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

Demonstrate understanding of word relationships and subtle differences in word meanings.

STANDARD

3.L.5.

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

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.

### 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

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

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.

## 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.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
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
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).
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/B ENCHMARK		Production and Distribution of Writing
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/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
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.b.	Recognize and observe differences between formal and informal English.

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
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
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

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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.

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

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

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

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		Research to Build and Present Knowledge
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.
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
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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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

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.

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

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

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.
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
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
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/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		Research to Build and Present Knowledge
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.

### 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.

### ${\bf GOAL/STRAND} \quad {\bf SD.3.SL.} \quad {\bf Speaking \ and \ Listening \ Standards}$

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
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.h.	Form and use adverbs and adjectives (comparative and superlative).
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.

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

SUPPORTING

SKILLS

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.

### 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
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.

# $\begin{array}{ll} {\sf GOAL/STRAND} & {\sf SD.CCRA} \; {\sf College} \; {\sf and} \; {\sf Career} \; {\sf Readiness} \; {\sf Anchor} \; {\sf Standards} \; {\sf for} \; {\sf Writing} \\ . {\sf W.} \end{array}$

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.

# $\begin{tabular}{ll} {\bf GOAL/STRAND} & {\bf SD.CCRA~College~and~Career~Readiness~Anchor~Standards~for~Language~.} \\ {\bf L.} \end{tabular}$

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.

### 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.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).

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

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

SKILLS

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.

### 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/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.

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

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 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

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		Research to Build and Present Knowledge
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
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

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.

### ${\tt GOAL/STRAND \quad SD.CCRA \ College \ and \ Career \ Readiness \ Anchor \ Standards \ for \ Language}$

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	
ENCHMARK		

STANDARD	3.Rl.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).
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
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.
		Develop the topic with facts, definitions, and details.

### 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.)
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
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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR	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

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 .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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 .L.	College and Career Readiness Anchor Standards for Language
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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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.Rl.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).
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
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/B ENCHMARK		Production and Distribution of Writing
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/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
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.h.	Form and use adverbs and adjectives (comparative and superlative).

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

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

SKILLS

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.

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.

### 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
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	Read and comprehend complex literary and informational texts independently and proficiently.
	A.R.10.	

# 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.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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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

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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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
GOAL/STRAND INDICATOR/B ENCHMARK	SD.3.RI.	Reading Standards for Informational Text  Key Ideas and Details
INDICATOR/B	<b>SD.3.RI.</b> 3.RI.1.	
INDICATOR/B ENCHMARK		Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the
INDICAT OR/B ENCHMARK  STANDARD  STANDARD	3.Rl.1. 3.Rl.2.	Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICAT OR/B ENCHMARK  STANDARD  STANDARD	3.Rl.1. 3.Rl.2.	Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Determine the main idea of a text; identify the key details and explain how they support the main idea.
INDICATOR/B ENCHMARK  STANDARD  STANDARD  GOAL/STRAND  INDICATOR/B	3.Rl.1. 3.Rl.2.	Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Determine the main idea of a text; identify the key details and explain how they support the main idea.  Reading Standards for Informational Text
INDICATOR/B ENCHMARK  STANDARD  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD	3.Rl.1.  3.Rl.2.  SD.3.Rl.  3.Rl.4.	Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Determine the main idea of a text; identify the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
INDICATOR/B ENCHMARK  STANDARD  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD	3.Rl.1.  3.Rl.2.  SD.3.Rl.  3.Rl.4.	Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Determine the main idea of a text, identify the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
INDICATOR/B ENCHMARK  STANDARD  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD  GOAL/STRAND  INDICATOR/B INDICATOR/B	3.Rl.1.  3.Rl.2.  SD.3.Rl.  3.Rl.4.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Determine the main idea of a text, identify the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  Reading Standards for Informational Text
INDICATOR/B ENCHMARK  STANDARD  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK	3.Rl.1.  3.Rl.2.  SD.3.Rl.  3.Rl.4.  SD.3.Rl.	Key Ideas and Details  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  Determine the main idea of a text, identify the key details and explain how they support the main idea.  Reading Standards for Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  Reading Standards for Informational Text  Integration of Knowledge and Ideas  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.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
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/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.

### ${\bf GOAL/STRAND} \quad {\bf SD.3.SL.} \quad {\bf Speaking \ and \ Listening \ Standards}$

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	
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.

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

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.

### 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/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.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.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### ${\tt GOAL/STRAND \quad SD.CCRA \ College \ and \ Career \ Readiness \ Anchor \ Standards \ for \ Language}$

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.

### 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.

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	31.3a	Choose words and phrases for effect

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

SKILLS

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.

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/B	Key Ideas and Details
ENCHMARK	

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.

ENCHMARK
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STANDARD	SD.CCR	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	A.W.10.	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.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

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.

### 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.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/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
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.

### ${\bf GOAL/STRAND} \quad {\bf SD.3.SL.} \quad {\bf Speaking} \ {\bf and} \ {\bf Listening} \ {\bf Standards}$

INDICATOR/B	Comprehension and Collaboration
ENCHMARK	

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
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.h.	Form and use adverbs and adjectives (comparative and superlative).
GOAL/STRAND	SD.3.L.	Language Standards
INDICATOR/BE	SD.3.L.	Language Standards  Knowledge of Language
INDICATOR/BE	SD.3.L. 3.L.3.	
INDICATOR/BE NCHMARK STANDARD		Knowledge of Language
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS	3.L.3.b.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	3.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize and observe differences between formal and informal English.
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	3.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize and observe differences between formal and informal English.  Language Standards
SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK	3.L.3.b. 3.L.3.b.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize and observe differences between formal and informal English.  Language Standards  Vocabulary Acquisition and Use  Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS	3.L.3.b.  SD.3.L.  3.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize and observe differences between formal and informal English.  Language Standards  Vocabulary Acquisition and Use  Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING	3.L.3.b.  SD.3.L.  3.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize and observe differences between formal and informal English.  Language Standards  Vocabulary Acquisition and Use  Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  Use sentence-level context as a clue to the meaning of a word or phrase.

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.

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

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.

## 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.
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
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
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.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.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

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

INDICATOR/B ENCHMARK

Vocabulary Acquisition and Use

STANDARD

SD.CCR 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
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.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
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/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.)

NCHMARK	INDICATOR/BE		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.
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).

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/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.

The Theft of Thor's Hammer, Part 1

### South Dakota Content Standards Language Arts

Grade 3 - Adopted: 2018

# $\begin{array}{ll} \mbox{GOAL/STRAND} & \mbox{SD.CCRA College and Career Readiness Anchor Standards for Reading} \\ .R. \end{array}$

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.
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 Comprehension and Collaboration ENCHMARK	
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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
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
STANDARD	SD.CCR	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
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.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		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.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
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		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
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.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.

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

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

SUPPORTING

SKILLS

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.

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

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.

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR	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

INDICATOR/B ENCHMARK	Range	f Writing		

STANDARD	SD.CCR	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	A.W.10.	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

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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

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.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.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.

### ${\tt GOAL/STRAND} \quad {\tt SD.3.RF.} \quad {\tt Reading Standards: Foundational Skills}$

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
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/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.3.1	Language Standards

#### 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

STANDARD 3.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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

SUPPORTING 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.

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.

#### Tornadoes

### 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
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STANDARD	SD.CCR	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
	A.W.2.	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		Research to Build and Present Knowledge
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

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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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 .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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.Rl.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.Rl.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	3.W.3.b.	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop
SKILLS		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
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
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.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.
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 3.L.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

SKILLS

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

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.

#### 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/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.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
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.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
ENCHWARK	

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 .L.	College and Career Readiness Anchor Standards for Language
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 .L.	College and Career Readiness Anchor Standards for Language
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.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.	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).
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
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/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		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
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.
STANDARD	3.L.3.	ose 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		
SUPPORTING SKILLS	3.L.3.a. 3.L.3.b.	Choose words and phrases for effect.
SUPPORTING SKILLS SUPPORTING SKILLS	3.L.3.a. 3.L.3.b.	Choose words and phrases for effect.  Recognize and observe differences between formal and informal English.
SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	3.L.3.a. 3.L.3.b.	Choose words and phrases for effect.  Recognize and observe differences between formal and informal English.  Language Standards
SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK	3.L.3.a. 3.L.3.b. SD.3.L.	Choose words and phrases for effect.  Recognize and observe differences between formal and informal English.  Language Standards  Vocabulary Acquisition and Use  Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words
SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING	3.L.3.b.  SD.3.L.  3.L.4.	Choose words and phrases for effect.  Recognize and observe differences between formal and informal English.  Language Standards  Vocabulary Acquisition and Use  Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases
SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS	3.L.3.b.  SD.3.L.  3.L.4.	Choose words and phrases for effect.  Recognize and observe differences between formal and informal English.  Language Standards  Vocabulary Acquisition and Use  Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	3.L.3.b.  SD.3.L.  3.L.4.	Choose words and phrases for effect.  Recognize and observe differences between formal and informal English.  Language Standards  Vocabulary Acquisition and Use  Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases  Use sentence-level context as a clue to the meaning of a word or phrase.  Language Standards

SKILLS

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.

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

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

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

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

INDICATOR/B ENCHMARK		Conventions of Standard English
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

INDICATOR/B	<b>Vocabulary Acquisition and Use</b>
ENCHMARK	

STANDARD	SD.CCR	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
	A.L.6.	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.

### 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.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/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.
		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

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
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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		Integration of Knowledge and Ideas
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.

# 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.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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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.
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

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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
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.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

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.

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

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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.

### ${\tt GOAL/STRAND \quad SD.CCRA \ College \ and \ Career \ Readiness \ Anchor \ Standards \ for \ Language}$

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.
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
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
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

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		Research to Build and Present Knowledge
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.

### 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	Presentation of Knowledge and Ideas
ENCHMARK	

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.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.
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.

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.

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.

### 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

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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.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

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INDICATOR/B Conventions of Standard English ENCHMARK
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STANDARD	SD.CCR	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

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.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.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/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

GOAL/31 KAND	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.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
GOAL/STRAND INDICATOR/BE NCHMARK		Language Standards  Conventions of Standard English
INDICATOR/BE		
INDICATOR/BE NCHMARK		Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
INDICATOR/BE NCHMARK  ST AND ARD  SUPPORTING	3.L.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING	3.L.2.a. 3.L.2.e.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS	3.L.2.a. 3.L.2.e. SD.3.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	3.L.2.a. 3.L.2.e. SD.3.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.  Language Standards
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK	3.L.2.a. 3.L.2.e. SD.3.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Capitalize appropriate words in titles.  Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed.  Language Standards  Knowledge of Language

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.

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.