South Dakota English Language Arts

3rd Grade

Reading Literature RL

1. **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** 3.RL.1
2. **Retell stories, determine the central message and theme and explain how it is revealed through key details in the text.** 3.RL.2
3. **Describe the setting and characters in a story and explain how they contribute to the main events.** 3.RL.3
4. **Identify and explain the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.** 3.RL.4
5. **Explain the different text structures and genres and describe how each successive part relates to each other and the whole.** 3.RL.5
6. **Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.** 3.RL.6
7. **Explain how the text's illustrations contribute to the meaning, tone or mood of a text.** 3.RL.7
8. **Not applicable to literature.** 3.RL.8
9. **Compare and contrast the central message, themes, settings, and plots of stories about the same or similar topics.** 3.RL.9
10. **By the end of the year, read and comprehend a variety of literary texts.** 3.RL.10
    - a Read and comprehend grade-appropriate texts with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands). 3.RL.10.A
    - b Self-select text for personal enjoyment, interest, and academic tasks prompting and support. 3.RL.10.B

Reading Informational Text RI

1. **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** 3.RI.1
2. **Determine the main idea of a text; identify the key details and explain how they support the main idea.** 3.RI.2

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3 **Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text.** 3.RI.3

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.** 3.RI.4

5 **Identify the overall text structure or events, ideas, concepts, or information in a text or section of a text (e.g., description, chronology, comparison, cause/effect, problem/solution).** 3.RI.5

6 **Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.** 3.RI.6

7 **Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.** 3.RI.7

8 **Describe how particular sentences and paragraphs in a text support particular points the author makes.** 3.RI.8

9 **Compare and contrast the main ideas and key details presented in two texts on the same topic.** 3.RI.9

10 **By the end of the year, read and comprehend a variety of informational text.** 3.RI.10

- a Read and comprehend grade-appropriate text with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language features, and knowledge demands). 3.RI.10.A
- b Self-select text for personal enjoyment, interest, and academic tasks with guidance and support. 3.RI.10.B

Reading Foundational Skills RF

1 **There is not a grade 3 standard for this concept. Please see preceding grades for more information.** 2.RF.1

2 **Proficiency of the phonological awareness skill continuum is expected by 3rd grade but cannot be assumed. Please see preceding grade levels for students who are still developing in this area and provide intervention as needed.** 2.RF.2

3 **Know and apply grade-level phonics and word analysis skills in decoding and encoding words.** 2.RF.3

- a Decode and encode advanced vowel patterns, including vowel digraphs and diphthongs. 2.RF.3.A
- b Identify and understand the meanings of common prefixes and derivational suffixes. 2.RF.3.B

Recognize words with common Greek and Latin affixes to enhance vocabulary and word recognition skills. 2.RF.3.C

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d Apply knowledge of syllable division rules, morphemes, and phonics patterns to decode and encode multisyllabic words accurately. 2.RF.3.D

e Apply spelling patterns and rules (e.g., doubling consonants before adding -ed or -ing, dropping silent e when adding a suffix) to spell words accurately. 2.RF.3.E

f Read and spell grade-appropriate high-frequency words. 2.RF.3.F

4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4

a Read grade-appropriate text with purpose and understanding. 2.RF.4.A

b Read grade-appropriate texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression). 2.RF.4.B

c Self-monitor reading for correct word recognition and understanding, rereading as necessary. 2.RF.4.C

Language L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 3.L.1

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

b Form and use regular and irregular plural nouns. 3.L.1.B

c Use abstract nouns (e.g., childhood). 3.L.1.C

d Form and use regular and irregular verbs. 3.L.1.D

e Form and use the simple verb tenses. 3.L.1.E

f Ensure subject-verb and pronoun-antecedent agreement. 3.L.1.F

g Form and use adverbs and adjectives (comparative and superlative). 3.L.1.G

h Use coordinating and subordinating conjunctions. 3.L.1.H

i Produce simple, compound, and complex sentences. 3.L.1.I

j Correctly use frequently confused words (e.g., your, you're). 3.L.1.J

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3.L.2

a Write legibly in print and cursive, using appropriate spacing and margins. 3.L.2.A

b Use correct capitalization. 3.L.2.B

c Use commas in greetings and closings of letters, in addresses, to separate single words in a series and in compound sentences. 3.L.2.C

d Use commas and quotation marks in dialogue. 3.L.2.D

e Form and use possessives. 3.L.2.E

f Use high-frequency words and spelling patterns to spell grade-appropriate words correctly, consulting reference materials as needed. 3.L.2.F

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

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

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

4 Determine or clarify the meaning and origin of unknown and multiple-meaning words and phrases based on grade 3 reading and content, using flexible strategies. 3.L.4

a Use sentence-level context to determine the meaning of a word or phrase. 3.L.4.A

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

c Use a root word to determine the meaning of an unknown word with the same root (e.g., company, companion). 3.L.4.C

d Use print and digital reference materials to determine or clarify meaning of words and phrases. 3.L.4.D

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. 3.L.5.A

b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 3.L.5.B

c Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 3.L.5.C

6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. 3.L.6

Writing W

1 Write opinion pieces on topics or texts, supporting a point of view with reasons. 3.W.1

a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. 3.W.1.A

b Provide reasons that support the opinion. 3.W.1.B

c Use grade-level appropriate linking words and phrases to connect opinion and reasons. 3.W.1.C

d Provide a conclusion. 3.W.1.D

2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3.W.2

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

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

Use grade level appropriate linking words and phrases to connect ideas within categories of information. 3.W.2.C

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

3 Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences. 3.W.3

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

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. 3.W.3.B

c Use transition words and phrases to signal event order. 3.W.3.C

d Provide a sense of conclusion (when appropriate to the genre). 3.W.3.D

4 Produce clear and coherent writing, with guidance and support, in which the development and organization are appropriate to task, purpose, and audience. 3.W.4

5 Develop and strengthen writing as needed, with guidance and support from peers, adults, and digital tools by planning, drafting, revising, and editing. 3.W.5

6 Use technology and keyboarding skills to produce and publish writing, with guidance and support both individually and collaboratively. 3.W.6

7 Conduct short research projects that build knowledge about a topic. 3.W.7

8 Gather and recall information from experiences and print and digital sources. 3.W.8

a Take brief notes on sources. 3.W.8.A

b Sort evidence into provided categories. 3.W.8.B

9 Begins in grade 4 3.W.9

10 Write routinely over extended time frames (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. 3.W.10

Speaking and Listening SL

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

b Follow agreed-upon norms for discussions. 3.SL.1.B

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

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

e Cooperate and problem solve as appropriate for productive group discussions. 3.SL.1.E

2 **Determine the main ideas and supporting details of content presented in diverse media and formats, such as visual, quantitative, and oral formats.** 3.SL.2

3 **Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.** 3.SL.3

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.** 3.SL.4

5 **Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.** 3.SL.5

6 **Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** 3.SL.6