

North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 3

<i>Strand</i>	<i>Code</i>	<i>Standard Description</i>	<i>Essential Vocabulary</i>
Reading Standards for Literature/Fiction 3-5	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers.	supporting details, traits, text, context clues, text evidence, fiction
	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	context clues, figurative language, idioms, literal and nonliteral language
	3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compare and contrast, theme, plot,
	3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.	different genres, comprehend, proficiently
Reading Standards for Informational/Nonfiction Text 3-5	3.RI.1	Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers.	informational text, infer, key and supporting details, context clues, nonfiction,
	3.RI.2	Determine the main idea of a text and recount the key details to explain how they support the main idea.	main idea, retell, recount, key and supporting details, summary, topic, text-based evidence
	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	procedure, idea, concept, sequential events, cause and effect, time line
	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.	context clues
	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	maps, photographs, charts, figures, diagrams, tables, illustrations, captions
	3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	cause and effect, sequential order, comparison
	3.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	comprehend, nonfiction, informational text,



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Reading Standards: Foundational Skills 3-5	3.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a) Identify and know the meaning of the most common prefixes and derivational suffixes. b) Decode words with common Latin suffixes. c) Decode multi-syllable words. d) Read grade-appropriate irregularly spelled words. 	prefix, suffix, word meaning, decode, syllable, irregular
	3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	fluency, accuracy, rate, poetry, expression, prose
Writing Standards 3-5	3.W.1	<p>Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b) Provide reasons that support the opinion. c) Use transitional words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d) Provide a concluding statement or section. 	opinion, introduction, conclusion, transitional words, topic, facts, point of view, supporting details
	3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b) Develop the topic with facts, definitions, and details. c) Use transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d) Provide a concluding statement or section. 	introduction, conclusion, informative, explanatory, topic, supporting details, transitional words



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	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c) Use transitional words and phrases to signal event order. d) Provide a sense of closure. 	<p>introduction, conclusion, narrative, narrator, characters, transitional words, sequence of events, dialogue, fantasy, real, descriptive details</p>
	<p>3.W.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>	<p>prewriting/planning, compose, revise, edit, publish</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking and Listening Standards 3-5</p>	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) Explain their own ideas and understanding in light of the discussion. 	<p>engage effectively, respond, collaborate, clarify, question, explain, ideas, active listening, norms</p>



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<p>Language Standards 3-5</p>	<p>3.L.1</p>	<p>Standard L.1 Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Produce complex and compound-complex sentences. b) Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c) Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses. d) Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions. e) Form and use prepositional phrases. <p>Practice:</p> <ul style="list-style-type: none"> f) Ensure subject verb-agreement. g) Produce compound sentences. h) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. i) Use regular plural nouns orally by adding /s/ or /es/. j) Form and use regular and irregular plural nouns. k) Use abstract nouns (e.g., childhood). l) Use possessive nouns. m) Form and use regular and irregular verbs. n) Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. o) Form and use comparative and superlative adverbs and choose between them depending on what is to be modified. <p>Demonstrate proficiency in:</p> <ul style="list-style-type: none"> p) Correctly use common homophones (e.g., to, too, two; there, their). q) Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement). r) Use collective nouns. s) Form and use the past tense of frequently occurring irregular verbs. t) Use verbs to convey a sense of past, present, and future. u) Use reflexive pronouns (e.g., myself, ourselves). v) Use demonstratives (that, those, these, this) w) Use adverbs depending on what is to be modified. x) Use and explain interjections. 	<p>nouns, verbs, pronouns, adjectives, adverbs, irregular, regular verbs, superlative, simple, compound, complex sentences, verb tenses, singular and plural, homophones, subject verb agreement, reflexive pronouns, interjections, possessives, comparative</p>
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3.L.2	<p>Within the context of authentic English writing and speaking...</p> <p>Practice:</p> <ul style="list-style-type: none">a) Use commas and quotation marks in dialogue.b) Form and use possessives.c) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).d) Use commas and quotation marks to mark direct speech and quotations from a text.e) Use a comma before a coordinating conjunction in a compound sentence.f) Use punctuation to separate items in a series.g) Use a comma to separate an introductory element from the rest of a sentence.h) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?).i) Use underlining, quotation marks, or italics to indicate titles of works.j) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). <p>Display proficiency in:</p> <ul style="list-style-type: none">k) Use commas in greetings and closings of letters.l) Use an apostrophe to form contractions and frequently occurring possessives.m) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).n) Use commas in addresses.o) Use conventional spelling for high-frequency and other studied words. <p>Continually use and maintain proficiency: Refer to progression tables to see which skills are to be continued to use and practice.</p>	comma usage, quotations (dialogue), apostrophe
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