

North Dakota English Language Arts & Literacy Content Standards

Grade 3 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: 3.RL.1

“3.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “3” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

Prioritized Standards

Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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	✓	✓	✓	✓	✓	5

Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	✓	✓	✓	✓	✓	5

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Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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).	✓	✓	✓	✓	✓	5

Range of Reading and Level of Text Complexity:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
3.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.	✓	✓	✓	✓	✓	5

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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.	✓	✓	✓	✓	✓	5
3.RI.2	Determine the main idea of a text and recount the key details to explain how they support the main idea	✓	✓	✓	✓	✓	5
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.	✓	✓	✓	✓	✓	5

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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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).	✓	✓	✓	✓	✓	5
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).	✓	✓	✓	✓	✓	5

Range of Reading and Level of Text Complexity

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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.	✓	✓	✓	✓	✓	5

Reading Standards: Foundational Skills

Phonics and Word Recognition:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most	✓	✓	✓	✓	✓	5

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	common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.						
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Fluency:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
3.RF.4	Read with sufficient accuracy and fluency to support comprehension. 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.	✓	✓	✓	✓	✓	5

Writing

Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
3.W.1	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. 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.	✓	✓	✓	✓	✓	5
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding	✓	✓	✓	✓	✓	5

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	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.						
3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.	✓	✓	✓	✓	✓	5

Production and Distribution of Writing:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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.)	✓	✓	✓	✓	✓	5

Research to Build and Present Knowledge:

No standards were prioritized within this cluster.

Speaking and Listening

Comprehension and Collaboration:

No standards were prioritized within this cluster.

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Presentation of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
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.)	✓	✓	✓			3

Language

Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
3.L.1	<p>Within the context of authentic English writing and speaking...</p> <p><u>Introduce:</u></p> <p>a. Produce complex and compound-complex sentences.</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Form and use the perfect (e.g., I had walked; I have walked; I will walk) verb tenses.</p> <p>d. Use helping and modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>e. Form and use prepositional phrases.</p> <p><u>Practice:</u></p> <p>f. Ensure subject-verb agreement.</p> <p>g. Produce compound sentences.</p> <p>h. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>i. Use regular plural nouns orally by adding /s/ or /es/.</p> <p>j. Form and use regular and irregular plural nouns.</p> <p>k. Use abstract nouns (e.g., childhood).</p> <p>l. Use possessive nouns.</p> <p>m. Form and use regular and irregular verbs.</p> <p>n. Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.</p>	✓		✓	✓	✓	4

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	<p>o. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified</p> <p><u>Display proficiency in:</u></p> <p>p. Correctly use common homophones (e.g., to, too, two, there, their).</p> <p>q. Use singular and plural nouns with matching verbs in basic sentence (simple subject/verb agreement).</p> <p>r. Use collective nouns.</p> <p>s. Form and use the past tense of frequently occurring irregular verbs.</p> <p>t. Use verbs to convey a sense of past, present, and future.</p> <p>u. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>v. Use demonstratives (that, those, these, this).</p> <p>w. Use adverbs depending on what is to be modified.</p> <p>x. Use and explain interjection.</p>						
3.L.2	<p>Within the context of authentic English writing and speaking...</p> <p><u>Practice:</u></p> <p>a. Use commas and quotation marks in dialogue.</p> <p>b. Form and use possessives.</p> <p>c. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>d. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>e. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>f. Use punctuation to separate items in a series.</p> <p>g. Use a comma to separate an introductory element from the rest of a sentence.</p> <p>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?).</p> <p>i. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>j. Spell grade-appropriate words correctly, consulting</p>	✓		✓	✓	✓	4

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<p>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> <p><u>Display proficiency in:</u></p> <p>k. Use commas in greetings and closings of letters.</p> <p>l. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>m. Generalize learned spelling patterns when writing words (e.g., cage →badge; boy →boil).</p> <p>n. Use commas in addresses.</p> <p>o. Use conventional spelling for high-frequency and other studied words.</p> <p><u>Continually use and maintain proficiency:</u></p> <p>Refer to progression tables to see which skills are to be continued to use and practice.</p>						
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Knowledge of Language:

No standards were prioritized within this cluster.

Vocabulary Acquisition and Use:

No standards were prioritized within this cluster.

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