North Dakota English Language Arts

Grade 3

Adopted 2023

Third Grade

Foundations Of Literacy

Phonics and Word Study

8. Decode words with phoneme-grapheme correspondences: 3.F.8
    a. multisyllabic word construction and division
open syllables
closed syllables
complex closed syllables
long vowel VCe
vowel-r syllables
vowel team syllables
consonant -le syllables
syllable division principles (VC/CV, V/CV, etc.) 3.F.8.A
    b. inflectional endings 3.F.8.B
    c. Latin and Greek roots 3.F.8.C
9. Encode words with phoneme-grapheme correspondences: 3.F.9
    a. vowel teams 3.F.9.A
    b. diphthongs 3.F.9.B
    c. three consonant blends 3.F.9.C
    d. other r-controlled 3.F.9.D
    e. silent letter combinations 3.F.9.E
    f. less common digraphs (e.g., ph (/f/), gh (/f/), ch (/k/ and /sh/)) 3.F.9.F
    g. trigraphs 3.F.9.G
    h. schwa 3.F.9.H
    i. common derivational suffixes (e.g., -ly, -able, -ful) 3.F.9.I
    j. irregularly spelled high-frequency words 3.F.9.J
10. Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs). 3.F.10
11. Use new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. 3.F.11
    a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning. 3.F.11.A

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Fluency

12. Read accurately and automatically a variety of third-grade texts with expression, phrasing, purpose, and understanding. 3.F.12

Foundations of Writing

13. Mastered in second grade. 3.F.13
14. Write an organized paragraph with a topic sentence, supporting sentences, and a conclusion. (Example structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative). 3.F.14

Communication

Presentational Communication

1. Report relevant facts and descriptive details of a topic, text, story, or experience for a targeted audience. 3.C.1
2. Speak in complete sentences using proper eye contact and volume to express thoughts, feelings, and ideas. 3.C.2
3. Covered at the K-2 level. 3.C.3
4. Use grade-appropriate conversational, general academic, and domain-specific words and phrases. 3.C.4

Collaboration

5. Begins in sixth grade. 3.C.5
6. Engage in conversations by asking and answering questions using active listening skills. 3.C.6
7. Engage collaboratively by following agreed-upon rules. 3.C.7

Reading

Comprehension

1. Comprehend information during and after listening to a grade-level text. 3.R.1
2. Ask and answer questions about key details before, during, and after reading a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer. 3.R.2

A. Summarize the main idea(s) with supporting details during or after reading an informational text or passage. 3.R.3.A

B. Summarize the story by including major story elements after reading a literary text or passage. 3.R.3.B

4. Begins in fourth grade. 3.R.4
5. Determine the meaning of unknown and multi-meaning words within a text. 3.R.5

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Text Analysis

6. Use text features (e.g., glossary, index, sidebars) and previously learned text features (e.g., timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage. 3.R.6
7. Identify examples of literary devices: 3.R.7
    a. personification 3.R.7.A
    b. hyperbole 3.R.7.B
    c. simile 3.R.7.C
    d. alliteration 3.R.7.D
    e. onomatopoeia 3.R.7.E
8. Analyze a variety of fiction and poetry texts. 3.R.8
    a. Describe characters' feelings, traits, motivations, and actions after reading a story. 3.R.8.A
    b. Compare and contrast the elements of stories and poems (e.g., characters, settings, plots, stanzas, verses). 3.R.8.B
9. Determine the most important points and key details presented in two nonfiction texts on the same topic. 3.R.9

Writing

Text Types and Structure

1. Produce writing that is organized appropriately to the task, purpose, or audience. 3.W.1
2. Write using an organizational structure incorporating a topic sentence, body, and a concluding statement appropriate to the task. 3.W.2
3. Write organized informative pieces that include factual details on the topic. 3.W.3
4. Write organized opinion pieces on a topic using evidence to support the opinion. 3.W.4
5. Write narrative pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. 3.W.5

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Writing Process and Craft

6. Develop and strengthen writing utilizing the five steps appropriate to the task and purpose. 3.W.6
    a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback). 3.W.6.A
    b. Drafting: Develop writing from the planning process. 3.W.6.B
    c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. 3.W.6.C
    d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. 3.W.6.D
    e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. 3.W.6.E
7. Write with intentional word choice that integrates emotion and descriptive language to develop visual imagery for the reader. 3.W.7

Language Usage

1. Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. 3.L.1
    a. Begin with a capital letter and capitalize titles of respect, words in titles, and geographical names. 3.L.1.A
    b. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points with exclamatory sentences. 3.L.1.B
    c. Use commas before coordinating conjunctions and to separate individual words in a series. 3.L.1.C
2. Recognize and use parts of speech in sentences: 3.L.2
    a. concrete, abstract, and possessive nouns 3.L.2.A
    b. different types of verbs (i.e., action, linking, helping) and their roles in a sentence 3.L.2.B
    c. the complete subject and complete predicate of a sentence 3.L.2.C
    d. possessive adjectives 3.L.2.D
    e. prepositions 3.L.2.E
    f. coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) 3.L.2.F
    g. -ly adverbs 3.L.2.G

Inquiry And Research

1. Choose a topic of interest to research. 3.IR.1
2. Locate relevant information on a topic from a provided credible source or database. 3.IR.2

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3. Use organizational tools to track information from a provided credible source relevant to a topic. 3.IR.3
4. Identify a fact or an opinion based on information provided by the author. 3.IR.4