

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.)
  - 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**

#### 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**

### 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**

### 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
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