

North Dakota English Language Arts Content and Achievement Standards

Grade 3

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North Dakota Department of Public Instruction

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Standard 1: Students engage in the research process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
PLANNING RESEARCH				
3.1.1. Select a research topic in a specific area of a study	Students choose thought-provoking research topics that are reasonable given time and resource constraints.	Students choose research topics that are reasonable given time and resource constraints.	Students choose research topics that may not be reasonable given either time or resource constraints.	Students choose research topics that are unreasonable given both time and resource constraints.
3.1.2. Generate questions about a research topic	Students generate questions that are insightful and highly relevant to the topic of study.	Students generate questions that are relevant to the topic of study.	Students generate questions that may not be directly relevant to the topic.	Students generate questions that are marginally relevant to the topic.
3.1.3. Develop a plan for researching a topic in a specific area of study	Students develop a research plan that is exhaustive and efficient.	Students develop a research plan that is thorough and practicable.	Students develop a research plan, but it is either not thorough or not practicable.	Students develop a research plan that is incomplete and not practicable.
ACCESSING INFORMATION				
3.1.4. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, videos, interviews, cassette recordings, Internet	Students make insightful selections of resource materials.	Students select relevant resource materials.	Students select some relevant resource materials.	Students select resource materials that are marginally relevant to their research.
EVALUATING RESEARCH INFORMATION				
3.1.5. Identify accurate information related to a selected research topic or project	Students always locate essential supporting information in sources.	Students consistently locate essential supporting information in sources.	Students sometimes locate essential supporting information in sources.	Students rarely locate essential supporting information in sources.
ORGANIZING RESEARCH INFORMATION				
3.1.6. Use note-taking strategies to organize information	Students always use note-taking strategies to gather and record information.	Students consistently use note-taking strategies to gather and record information.	Students sometimes use note-taking strategies to gather and record information.	Students rarely use note-taking strategies to gather and record information.
3.1.7. Develop and record information gathered; e.g., reports, brochures, posters, etc.				

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PRESENTATION AND EVALUATION				
3.1.8. Assess research process and presentation based on certain criteria discussed through conferences with peers and/or teachers	Students assess all aspects of the research process.	Students assess all significant aspects of the research process.	Students assess some significant aspects of the research process.	Students assess very few significant aspects of the research process.
3.1.9. Evaluate a research process and presentation using a rubric	Students make few if any errors when using a rubric to evaluate a research product.	Students make no significant errors when using a rubric to evaluate a research product.	Students make a few significant errors when using a rubric to evaluate research product.	Students make many significant errors when using a rubric to evaluate a research product.

Standard 2: Students engage in the reading process

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Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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Grade 3				
LITERARY/INFORMATION GENRES AND ELEMENTS				
3.2.1. Identify the elements of a fiction text; i.e., setting, characters, events, problem, resolution/solution	Students identify the elements of a fiction text, with few if any errors.	Students identify the elements of a fiction text, with no significant errors.	Students identify the elements of a fiction text, with a few significant errors.	Students identify the elements of a fiction text, with many significant errors.
3.2.2. Identify characteristics of expository text; i.e., headings, subheadings, captions, graphics, tables, and conventions of print	Students identify the characteristics of a non-fiction text with few if any errors.	Students identify the characteristics of a non-fiction text with no significant errors.	Students identify the characteristics of a non-fiction text with a few significant errors.	Students identify the characteristics of a non-fiction text with many significant errors.
3.2.3. Identify characteristics of multi-cultural texts from various genres; i.e., realistic fiction, historical fiction, poetry, folktales, fantasy, fairy tales, plays, non-fiction	Students always identify characteristics of a variety of genres.	Students consistently identify characteristics of a variety of genres.	Students occasionally identify characteristics of a variety of genres.	Students rarely identify the characteristics of a variety of genres.
3.2.4. Use glossaries, table of contents, and indexes to locate information	Students use text features to locate information with ease.	Students use text features to locate information with minimal difficulty.	Students use text features to locate information with difficulty.	Students use text features to locate information with great difficulty.
WORD RECOGNITION/VOCABULARY				
3.2.5. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, prefixes/suffixes, words with multiple meanings, context clues	Students use an extensive variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use some word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use very few word recognition strategies and reference aids to determine the meaning of unfamiliar words.
3.2.6. Use word reference aids to determine word meaning; e.g., dictionary, thesaurus, and glossary	Students use word reference aids to determine word meaning with ease.	Students use word reference aids to determine word meaning with minimal difficulty.	Students use word reference aids to determine word meaning with difficulty.	Students use word reference aids to determine word meaning with great difficulty.

Standard 2: Students engage in the reading process.

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
READING STRATEGIES FOR MEANING				
3.2.7. Use reading strategies to increase and monitor comprehension; i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, visualizing/verbalizing	Students use an extensive variety of effective strategies to monitor and enhance comprehension.	Students use a variety of effective strategies to monitor and enhance comprehension.	Students use some effective strategies to monitor comprehension.	Students use few strategies to monitor comprehension.
3.2.8. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	Students read aloud with ease, accuracy, and expression, with few if any errors.	Students read aloud with minimal difficulty, with appropriate clarity, rate, and expression, and with no significant errors.	Students read aloud with difficulty, with somewhat appropriate clarity, rate, and expression, and a few significant errors.	Students read aloud with great difficulty, with inappropriate clarity, rate, and expression, and many significant errors.
PURPOSES FOR READING				
3.2.9. Read for a variety of purposes, including to gain information, for enjoyment, and to form an opinion; e.g., role-playing, journals, diaries	Students make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.
3.2.10. Reflect on and respond to texts from various genres and cultures	Students give insightful responses to and reflections on various texts.	Students consistently reflect on and respond to various texts.	Students sometimes reflect on and respond to various texts.	Students rarely reflect on and respond to various texts.

Standard 3: Students engage in the writing process

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Grade 3				
PREWRITING				
3.3.1. Select ideas and information to persuade, entertain, or inform using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry	Students always select information that is essential for their purpose and appropriate for their audience.	Students consistently select information that is essential for their purpose and appropriate for their audience.	Students sometimes select information that is essential for their purpose and appropriate for their audience.	Students rarely select information that is essential for their purpose and appropriate for their audience.
3.3.2. State and organize prior knowledge and experience to produce a written text; e.g., webbing, listing, gathering information, taking notes	Students use an extensive variety of strategies to organize their knowledge prior to producing a written text.	Students use a variety of strategies to organize their knowledge prior to producing a written text.	Students use some diverse strategies to organize their knowledge prior to producing a written text.	Students use very few strategies to organize their knowledge prior to producing a written text.
DRAFTING				
3.3.3. Use characteristics of different genres in writing; i.e., narrative, expository, traditional tales, poetry	Students use characteristics of an extensive variety of genres in writing.	Students use characteristics of a variety of genres in writing.	Students use characteristics of some diverse genres in writing.	Students use characteristics of very few genres in writing.
3.3.4. Use a variety of sentence structures; i.e., simple and compound sentences	Students show creative use of sentence structures.	Students use a variety of sentence structures.	Students use some diverse sentence structures.	Students use very few sentence structures.
3.3.5. Organize and develop paragraphs with topic sentences, indentation, punctuation, and capitalization	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message	Students' organization and development are sometimes effective in conveying a message.	Students have difficulty organizing and developing writing.
3.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Student makes a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.

Standard 3: Students engage in the writing process

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
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<p>REVISING</p> <p>3.3.7. Review organization for elaboration, description, and syntax to improve the meaning and focus of a written text based on audience feedback</p>	Students show insight when revising a written text based on audience feedback.	Students make revisions to a written text based on audience feedback.	Students make some revisions to a written text based on audience feedback.	Students have difficulty revising a written text based on audience feedback.
<p>EDITING</p> <p>3.3.8. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation</p> <p>3.3.9. Use reference tools to edit writing; i.e., dictionary, thesaurus, word wall, classroom library, word processor</p>	<p>Students use an extensive variety of select proofreading marks to enhance a written text.</p> <p>Students always use writing reference tools appropriate to the task.</p>	<p>Students use a variety of proofreading marks to enhance a written text.</p> <p>Students consistently use writing reference tools appropriate to the task.</p>	<p>Students use some proofreading marks to enhance a written text.</p> <p>Students sometimes use writing reference tools appropriate to the task.</p>	<p>Students use few proofreading marks to enhance a written text.</p> <p>Students rarely use writing reference tools appropriate to the task.</p>
<p>FINAL DRAFT</p> <p>3.3.10. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., narrative, personal persuasive, traditional tale, poetry</p>	Students' texts show a sophisticated understanding of aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of very few aspects of purpose and audience.
<p>PUBLICATION/PRESENTATION</p> <p>3.3.11. Evaluate writing process/product using a variety of assessment tools; e.g., checklist, rubric</p> <p>3.3.12. Share final copy with peers, teachers, and/or family members</p>	<p>Students use an extensive variety of assessment tools.</p> <p>Students share an extensive variety of published work with peers, teachers, and family members.</p>	<p>Students use a variety of assessment tools.</p> <p>Students share a variety of published work with peers, teachers, and family members.</p>	<p>Students use some various assessment tools.</p> <p>Students share some different published work with peers, teachers, and family members.</p>	<p>Students use very few assessment tools.</p> <p>Students share a limited variety of published work with peers, teachers, and family members.</p>

Standard 4: Students engage in the speaking and listening process

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Grade 3				
PLANNING FOR AN AUDIENCE/PURPOSE				
3.4.1. Organize information and ideas for an oral presentation to inform, demonstrate, entertain, or persuade; i.e., narrative, personal persuasive, poetry	Students are highly effective in organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
VERBAL AND NONVERBAL COMMUNICATION				
3.4.2. Use appropriate speaking vocabulary	Students use appropriate, higher level speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
3.4.3. Use pitch, volume, and tone appropriate to the speaking situation	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with little difficulty.	Students use appropriate pitch, volume, and tone with some difficulty.	Students use inappropriate pitch, volume, and tone.
3.4.4. Use nonverbal communication skills such as gestures and eye contact	Students always use appropriate nonverbal communication skills.	Students consistently use appropriate nonverbal communication skills.	Students sometimes use appropriate nonverbal communication skills.	Students rarely use appropriate nonverbal communication skills.
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION				
3.4.5. Participate as an active listener and speaker in group discussions	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.

Standard 5: Students understand media

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Grade 3				
MEDIA GENRES				
3.5.1. Recognize existing and developing media	Students thoroughly identify all the significant characteristics of common and less common types of existing and developing media.	Students identify all the significant characteristics of common types of existing and developing media.	Students identify some significant characteristics of common types of existing and developing media.	Students identify few significant characteristics of common types of existing and developing media.
3.5.2. Recognize characteristics of common types of media; e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources				
USING MEDIA FOR A PURPOSE				
3.5.3. Construct different samples of media genres to inform and entertain an audience; i.e., posters, newsletters, brochures	Students construct samples of an extensive variety of different media genres.	Students construct samples of a variety of different media genres.	Students construct samples of some diverse media genres.	Students construct samples of few media genres.
3.5.4. Evaluate media products of peers and self using a rubric	Students evaluate media products using a rubric making few if any errors.	Students evaluate media products using a rubric making no significant errors.	Students evaluate media products using a rubric making a few significant or many minor errors.	Students evaluate media products using a rubric making many significant errors.
INTERPRETING MEDIA				
3.5.5. Describe elements in media to establish meaning; i.e., main ideas, supporting details, fact and opinion	Students identify all the significant factors in a media text that establish meaning and shades of meaning.	Students identify the significant factors in a media text that establish meaning.	Students identify some significant factors in a media text that establish meaning.	Students identify few significant factors in a media text that establish meaning.

Standard 6: Students understand and use principles of language

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	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
LANGUAGE CONVENTIONS/MECHANICS				
3.6.1. Use parts of speech; i.e., noun, verb, pronoun, adjective, adverb, prepositions, and conjunctions	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with ease.	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with minimal difficulty.	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with difficulty.	Students use parts of speech, subject/ predicates, and verb tenses in written and oral message with great difficulty.
3.6.2. Use subjects and predicates in simple and compound sentences				
3.6.3. Use verb tenses; i.e., past, present, future				
3.6.4. Use capitalization; i.e., proper nouns, titles of books, magazines	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use conventions of capitalization with few significant errors.	Students use conventions of capitalization with many significant errors.
3.6.5. Use conventions of punctuation; i.e., ending punctuation, commas-in a series, with a conjunction, dates, city and state, greeting and closing of a letter, direct quotations, and titles of books	Students use conventions of punctuation with few if any errors.	Students use conventions of punctuation with no significant errors.	Students use conventions of punctuation with few significant errors.	Students use conventions of punctuation with many significant errors.
3.6.6. Use principles of spelling; e.g., double final consonant following short vowel, contractions, homophones	Students use conventions of spelling with few if any errors.	Students use conventions of spelling with no significant errors.	Students use conventions of spelling with few significant errors.	Students use conventions of spelling with many errors.
FIGURATIVE LANGUAGE				
3.6.7. Use and interpret similes, metaphors, onomatopoeia and alliteration in oral and written messages	Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with few if any errors.	Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with no significant errors.	Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with few significant errors.	Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with many significant errors.