

## English Language Arts Grade 3

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs at the standard for the grade level, is able to access grade-level content and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content and engages in higher-order thinking skills independently.
		For a range of grade-appropriate texts, the Level 1 student	For a range of grade-appropriate texts, the Level 2 student	For a range of grade-appropriate texts, the Level 3 student	For a range of grade-appropriate texts, the Level 4 student
<b>Reading: Literature/Fiction</b>					
Range	RL.3.1	asks and answers explicit questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to textual evidence as the basis for answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the textual evidence as the basis for answers.
Range	RL.3.2	identifies details to recount stories; identifies explicitly stated central messages, lessons, or morals and identifies details.	identifies key details to recount stories; determines central messages, lessons, or morals.	recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral; and explains how it is conveyed through key details in the text.	explains details to recount stories; determines implicitly stated central messages, lessons, or morals; and explains how they are conveyed through key details.
Range	RL.3.3	identifies basic elements (e.g., traits, feelings) of characters in a story.	describes elements (e.g., traits, feelings) of characters in a story and their actions.	describes characters in a story (e.g., their traits, motivations, or feelings) and their actions.	describes complex elements (e.g., traits, feelings, motivations) of complex characters in a story and explains how their actions connect to the rest of the story.
Range	RL.3.4	uses easily located, explicitly stated details to determine the meanings of familiar words and phrases as they are used in a text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a text, identifying literal and nonliteral language.	determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	determines the meanings of unfamiliar/complex words and phrases as they are used in a text, distinguishing literal from nonliteral language.

## English Language Arts Grade 3

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	RL.3.5	refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section.	refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describes how one part builds on an earlier section.	refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.	refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.
Range	RL.3.6	identifies explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from that of the narrator or those of the characters.	distinguishes his or her own point of view from that of the narrator or those of the characters using textual evidence for support
Range	RL.3.7	uses specific aspects of a text's illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting, or mood.	uses specific aspects of a text's illustrations to understand the text and make lower-level inferences about how the illustrations reflect characters, setting, or mood.	explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	explains how specific aspects of a text's illustrations contribute to an understanding of the text; makes higher-level inferences about how the illustrations reflect mood, characters, and setting.
Range	RL.3.8	N/A	N/A	N/A	N/A
Range	RL.3.9	identifies the simple and explicit themes, settings, and plots of stories written by the same author or about similar characters (e.g., books from a series).	describes explicitly stated themes, settings, and plots of stories written by the same author or similar characters (e.g., books from a series).	compares and contrasts 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).	compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters; makes higher-level inferences to identify support used by authors.
<b>Reading: Informational/Nonfiction Text</b>					
Range	RI.3.1	asks and answers explicit questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to textual evidence as the basis for answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the textual evidence as the basis for answers.
Range	RI.3.2	identifies an explicitly stated main idea of a text and identifies key details.	determines the main idea of a text and identifies key details to recount the main idea.	determines the main idea of a text and recounts key details to explain how they support the main idea.	determines an implicitly stated main idea of a text and recounts key details to explain how they support the main idea.
Range	RI.3.3	identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.	describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using limited language that pertains to time, sequence, and cause/effect.	describes 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.	describes and analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immersing application, using academic language that pertains to time, sequence, and cause/effect.

### English Language Arts Grade 3

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	RI.3.4	uses easily located, explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	determines the meaning of advanced academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Range	RI.3.5	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.
Range	RI.3.6	identifies a point of view in a text.	identifies either first or third person point of view in a text.	identifies first and third person points of view in a text.	distinguishes between first and third person points of view in the text.
Range	RI.3.7	uses information gained from illustrations and the explicit statements within a text to demonstrate understanding of the text.	uses information gained from illustrations and lower-level inferences within a text to demonstrate understanding of the text.	uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding the text (e.g., where, when, why, and how key events occur).	uses information gained from illustrations and the higher-level inferences within a text to demonstrate understanding of the text.
Range	RI.3.8	identifies simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence).
Range	RI.3.9	identifies the most important points and key details presented in a text.	describes the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons

## English Language Arts Grade 3

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Writing</b>					
Range	W.3.1	writes an opinion that lacks organization, does not include an introduction or conclusion, or includes an ineffective one, and provides irrelevant reasons to support the opinion.	writes a loosely organized opinion piece with a simple introduction and conclusion, and provides relevant and irrelevant reasons to support the opinion.	writes a well-organized opinion piece that introduces the topic, provides reasons that support the opinion, uses transitional words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph opinion piece that effectively introduces the topic, provides reasons that effectively support the opinion, uses transitional words and phrases, and provides an effective concluding statement.
Range	W.3.2	writes an explanation that lacks organization, does not include an introduction or conclusion or includes an ineffective one, and provides irrelevant facts, definitions and details to support the topic.	writes a loosely organized informative/explanatory piece that that introduces the topic and may or may not group the related information together, develops the topic with relevant and irrelevant facts, definitions and details, uses transitional words and phrases, and provides a simple introduction and concluding statement.	writes a well-organized informative/explanatory piece that that introduces the topic and groups the related information together, develops the topic with facts, definitions and details, uses transitional words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph informative/explanatory piece that clearly and effectively introduces the topic, and groups the related information together, develops the topic with facts, definitions and details, uses transitional words and phrases, and provides a concluding statement.
Range	W.3.4-6	produces writing that includes insufficient and incomplete development/organization, revision, and collaborative elements.	produces writing that includes incomplete or insufficient development, organization, revision, and collaborative elements.	produces writing that includes and exhibits development, organization, revision, and collaborative elements.	produces writing that includes and exhibits complex development, concise revision, and collaborative elements.
Range	W.3.7-8	conducts some research and recalls some information from experiences and sources; provides evidence that is not relevant or sorted into the provided categories.	conducts some research and recalls some information from experiences and sources; provides some evidence that may not be sorted into the relevant provided categories.	conducts research and recalls information from experiences and sources; sorts relevant evidence into provided categories.	conducts research and recalls information from experiences and sources; organizes relevant evidence into both provided and self-generated categories.
<b>Listening</b>					
Range	SL.3.2	identifies details of a text read aloud or information presented in single media and formats, including visually, quantitatively, and orally.	identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Range	SL.3.3	answers questions about information from a speaker.	asks and answers questions about information from a speaker.	asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	asks and answers questions about information from a speaker, offering relevant and effective elaboration and detail.

### English Language Arts Grade 3

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
<b>Language</b>					
Range	L.3.1	attempts to meet the basics of English writing and speaking, including the limited ability to: use common homophones; employ simple subject/verb agreement; use collective nouns; use the past tense of frequently occurring irregular verbs; use verbs to convey a sense of past, present, and future; use reflexive pronouns; use demonstratives; use adverbs depending on what is to be modified; use and explain interjections.	demonstrates an understanding of English writing and speaking, including the inconsistent ability to: use common homophones; employ simple subject/verb agreement; use collective nouns; use the past tense of frequently occurring irregular verbs; use verbs to convey a sense of past, present, and future; use reflexive pronouns; use demonstratives; use adverbs depending on what is to be modified; use and explain interjections.	demonstrates command of English writing and speaking, including the ability to: use common homophones; employ simple subject/verb agreement; use collective nouns; use the past tense of frequently occurring irregular verbs; use verbs to convey a sense of past, present, and future; use reflexive pronouns; use demonstratives; use adverbs depending on what is to be modified; use and explain interjections.	demonstrates strong command of English writing and speaking, including the solid ability to: use common homophones; employ simple subject/verb agreement; use collective nouns; use the past tense of frequently occurring irregular verbs; use verbs to convey a sense of past, present, and future; use reflexive pronouns; use demonstratives; use adverbs depending on what is to be modified; use and explain interjections.
Range	L.3.2	Within the context of English writing and speaking, attempts to meet the basics of use commas in greetings and closings of letters; use an apostrophe to form contractions and frequently occurring possessives; generalize learned spelling patterns when writing words; use commas in addresses; use conventional spelling for high-frequency and other studied words.	Within the context of English writing and speaking, display inconsistent ability to use commas in greetings and closings of letters; use an apostrophe to form contractions and frequently occurring possessives; generalize learned spelling patterns when writing words; use commas in addresses; using conventional spelling for high-frequency and other studied words.	Within the context of English writing and speaking, display proficiency in using commas in greetings and closings of letters; using an apostrophe to form contractions and frequently occurring possessives; generalizing learned spelling patterns when writing words; using commas in addresses; using conventional spelling for high-frequency and other studied words.	Within the context of English writing and speaking, display proficiency, including the solid ability to: use commas in greetings and closings of letters; use an apostrophe to form contractions and frequently occurring possessives; generalize learned spelling patterns when writing words; use commas in addresses; use conventional spelling for high-frequency and other studied words.
Range	L.3.4	determines the meaning of unknown words using immediate context clues.	determines the meaning of unknown words and multiple-meaning words using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	determines or clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	determines and clarifies the meaning of unknown and multiple-meaning words using sentence- and paragraph-level context clues, morphology (roots and affixes), and/or reference resources.

### English Language Arts Grade 3

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	L.3.5	recognizes simple word relationships, and nuances in word meanings; identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful).	demonstrates understanding of simple word relationships, and nuances in word meanings; recognizes the literal and nonliteral use of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful).	demonstrates understanding of word relationships, and nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	demonstrates understanding of complex word relationships, and subtle nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies subtle or complex real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes subtle shades of meaning among related words that describe states of mind or degrees of certainty.