

**NC Standard Course of Study and Extended Content Standards English Language Arts (ELA) Alignment
Grade 3**

**NC Standard Course of Study K-12 ELA for Implementation in
2018-2019, Adopted April 2017**

**Extended Content Standards K-12 for ELA for
Implementation 2018-19, Adopted June 2017**

READING: LITERATURE

Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1	Answer who and what questions to demonstrate understanding of details in a familiar text.
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.			
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.3.2	Associate details with events in stories from diverse cultures.
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RL.3.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	RL.3.3	Identify the feeling of characters in a story
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.			
RL.3.4	Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	RL.3.4	Determine words and phrases that complete sentences in a text.
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.3.5	Determine the beginning, middle, and end of a familiar story in order.

CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.			
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6	Identify personal point of view about a text.
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.	RL.3.7	Identify parts of illustrations or factual information that depicts a particular setting or event.
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
	K-12 Not applicable to literature.		K-12 Not applicable to literature.
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	RL.3.9	Identify common elements in two stories in a series.
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.			
RL.3.10	By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	RL.3.10	Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time
READING: INFORMATIONAL TEXT			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1	Answer who and what, where, questions to demonstrate understanding of details in a text.

CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.			
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2	Identify the main topic and retell key details of a text.
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RI.3.3	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.	RI.3.3	Order two events from a text as “first” and “next.”
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.			
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4	Identify key words that complete sentences in a text.
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
RI.3.5	Use text features and search tools to locate information relevant to a given topic efficiently. RI	RI.3.5	Locate key facts or information in a familiar text.
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.			
RI.3.6	Distinguish their own point of view from that of the author of a text.	RI.3.6	Identify personal point of view about a text.
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
RI.3.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	RI.3.7	Use information gained from illustrations and the words in a text to answer who and what questions.
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
RI.3.8	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	RI.3.8	Identify two related points an author makes in a familiar informational text.
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			

RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	Identify a common element between two familiar texts on the same topic.
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.			
RI.3.10	By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	RI.3.10	Actively engage in reading of information text for sustained periods of time for the purpose of connecting prior knowledge and experiences to text.
READING: FOUNDATIONAL SKILLS			
Abbreviation	Standard	Abbreviation	Standard
Handwriting			
RF.3.2	Create readable documents with legible handwriting (manuscript and cursive).	RF.3.2	Uses letters to create written documents.
Phonics and Word Recognition			
RF.3.4	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllabic words. Read grade-appropriate irregularly spelled words. 	RF.3.4	<p>Apply letter-sound knowledge to begin decoding words.</p> <ol style="list-style-type: none"> In context, apply basic knowledge of letter-sound correspondences in decoding words Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes). Recognize 40 or more written words.
Fluency			
RF.3.5	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. 	RF.3.5	<p>Engage in purposeful reading of familiar text.</p> <ol style="list-style-type: none"> Use context to determine missing words in familiar texts.

	<ul style="list-style-type: none"> b. Read on-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. 		
WRITING			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.3.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 	W.3.1	<p>Write an opinion on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Select a topic or text and write an opinion about it. b. Write one or more reasons to support the opinion.
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.3.2	<p>Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions, and details. 	W.3.2	<p>Write to share information by selecting a topic and writing about it, including one or more facts or details.</p>

	<ul style="list-style-type: none"> d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 		
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.3.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. 	W.3.3	Write about an event or personal experience, including the names of people involved.
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others. W			
W.3.4	With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.	W.3.4	With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
W.3.5	Conduct short research projects that build knowledge about a topic.	W.3.5	Identify information about a topic for a research project.

CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.6	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3.6	Sort information on a topic or personal experience into two provided categories and write about each one.
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SPEAKING AND LISTENING

Abbreviation	Standard	Abbreviation	Standard
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CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	SL.3.1	Communicate with others in group interactions. <ul style="list-style-type: none"> a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented.
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CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2	Identify details in a text read aloud or information presented orally or through other media.
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CCR Anchor Standard SL.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3	Answer who, what, and where questions about the details provided by the speaker.
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CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.	SL.3.4	Communicate opinion on a familiar topic or text including descriptive words.
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.5	Create a multimedia presentation of a story or poem.
LANGUAGE			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.			
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.	L.3.1	Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.			
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.	L.3.2	Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	L.3.3	Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.

CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.

L.3.4	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	L.3.4	Demonstrate knowledge of word meanings drawn from grade 3 content.
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CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.

L.3.5	Demonstrate understanding of nuances in word meanings. <ol style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. 	L.3.5	Demonstrate understanding of word relationships and use. <ol style="list-style-type: none"> a. Determine the literal meaning of words and phrases in context. b. Identify words that describe personal emotional states
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CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	L.3.6	Use words acquired through conversations, being read to, and during shared reading activities.
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