

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- 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.3.2 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.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

- 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.3.5 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.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Ideas and Analysis

- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- RL.3.8 Not applicable to literature.
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Complexity

- 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.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- 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.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.

Craft and Structure

- 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.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Ideas and Analysis

- RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Complexity

- 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.

READING FOUNDATIONAL SKILLS

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Handwriting

- RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).

Phonics and Word Recognition

- RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.

Fluency

- RF.3.5 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STRAND

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases to connect opinion and reasons.
 - Provide a concluding statement or section.
 - 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.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
- Organize information and ideas around a topic to plan and prepare to write.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases to connect ideas within categories of information.
 - Provide a concluding statement or section.
 - 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 narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Organize information and ideas around a topic to plan and prepare to write.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal transition words and phrases to signal event order.
 - Provide a sense of closure.
 - 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.3.4 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.

Research

- W.3.5 Conduct short research projects that build knowledge about a topic.
- 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.

SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- 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.
- 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.
 - Follow agreed-upon rules for discussions.
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- 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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 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.3.5 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.

LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

LANGUAGE STANDARDS

Conventions of Standard English

- 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.

Language Standards – Grammar Continuum

Skill	2-3
Subject/Verb Agreement	<ul style="list-style-type: none">• Ensure subject/verb agreement
Nouns	<ul style="list-style-type: none">• Explain the function of nouns• Use collective nouns (such as <i>group</i>)• Form and use frequently occurring regular and irregular plural nouns
Verbs	<ul style="list-style-type: none">• Explain the function of verbs• Form and use past tense of frequently occurring irregular verbs• Form and use regular and irregular verbs• Form and use simple verb tenses• Form and use the perfect verb tenses• Convey sense of various times, sequences• Recognize inappropriate shifts in verb tense
Adjectives	<ul style="list-style-type: none">• Explain the function of adjectives• Accurately choose which to use – adjective or adverb
Conjunctions	<ul style="list-style-type: none">• Explain the function of conjunctions• Use coordinating and subordinating conjunctions
Adverbs	<ul style="list-style-type: none">• Accurately choose which to use – adjective or adverb• Explain the function of adverbs• Form and use comparative adverbs
Sentences	<ul style="list-style-type: none">• Produce, expand, and rearrange simple and compound sentences
Prepositions	<ul style="list-style-type: none">• Explain the function of prepositions
Pronouns	<ul style="list-style-type: none">• Explain the function of pronouns• Continue to use personal, possessive, and indefinite pronouns• Use reflexive pronouns

Determiners	• Correctly use <i>a, an, and the</i>
Commonly Confused Words	• Correctly use common homophones
Interjections	• Explain the function of and use interjections
Phrases & Clauses	
Usage	

- 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.

Language Standards – Conventions Continuum

Skill	2-3
Capitalization	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization
Punctuation	<ul style="list-style-type: none"> • Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue
Spelling	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words
References	• Consult reference materials as needed to check and correct spellings

Knowledge of Language

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- 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.3.5 Demonstrate understanding of nuances in word meanings.
- 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.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.3.1 Answer who and what questions to demonstrate understanding of details in a familiar text.
- RL.3.2 Associate details with events in stories from diverse cultures.
- RL.3.3 Identify the feeling of characters in a story.

Craft and Structure

- RL.3.4 Determine words and phrases that complete sentences in a text.
- RL.3.5 Determine the beginning, middle, and end of a familiar story in order.
- RL.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

- RL.3.7 Identify parts of illustrations or factual information that depicts a particular setting or event.
- RL.3.9 Identify common elements in two stories in a series.

Range of Reading and Level of Complexity

- RL.3.10 Actively engage in reading for the purpose of connecting prior knowledge and experiences to text for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.3.1 Answer who and what, where, questions to demonstrate understanding of details in a text.
- RI.3.2 Identify the main topic and retell key details of a text.
- RI.3.3 Order two events from a text as "first" and "next."

Craft and Structure

- RI.3.4 Identify key words that complete sentences in a text
- RI.3.5 Locate key facts or information in a familiar text.
- RI.3.6 Identify personal point of view about a text.

Integration of Ideas and Analysis

- RI.3.7 Use information gained from illustrations and the words in a text to answer who and what questions.
- RI.3.8 Identify two related points an author makes in a familiar informational text.
- RI.3.9 Identify a common element between two familiar texts on the same topic.

Range of Reading and Level of Complexity

- 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 STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.3.2 Uses letters to create written documents.

Craft and Structure

- RF.3.4 Apply letter-sound knowledge to begin decoding words.
 - a. In context, apply basic knowledge of letter-sound correspondences in decoding words
 - b. Given models and other supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).
 - c. Recognize 40 or more written words.
- RF.3.5 Engage in purposeful reading of familiar text.
 - a. Use context to determine missing words in a familiar text.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.3.1 Write an opinion on topics or texts, supporting a point of view with reasons.
 - a. Select a topic or text and write an opinion about it.
 - b. Write one or more reasons to support the opinion.
- W.3.2 Write to share information by selecting a topic and writing about it, including one or more facts or details.
- W.3.3 Write about an event or personal experience, including the names of people involved.
- W.3.4 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others.

Research

- W.3.5 Identify information about a topic for a research project.
- W.3.6 Sort information on a topic or personal experience into two provided categories and write about each one.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.3.1 Communicate with others in group interactions.
 - a. Engage in collaborative interactions about texts.
 - b. Listen to others' ideas before responding.
 - c. Indicate confusion or lack of understanding about information presented.
- SL.3.2 Identify details in a text read aloud or information presented orally or through other media.
- SL.3.3 Answer who, what, and where questions about the details provided by the speaker.
- SL.3.4 Communicate opinion on a familiar topic or text including descriptive words.
- SL.3.5 Create a multimedia presentation of a story or poem.

LANGUAGE

Conventions of Standard English

- L.3.1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating.
- L.3.2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing.
- L.3.3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information.
- L.3.4 Demonstrate knowledge of word meanings drawn from grade 3 content.
- L.3.5 Demonstrate understanding of word relationships and use.
 - a. Determine the literal meaning of words and phrases in context.
 - b. Identify words that describe personal emotional states.
- L.3.6 Use words acquired through conversations, being read to, and during shared reading activities.