North Carolina English Language Arts

Grade 3

Adopted 2018

Reading Literature

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.1
    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

2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
    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

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

4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RL.4
    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

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.5
    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

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RL.6
    6. Distinguish their own point of view from that of the narrator or those of the characters. RL.3.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RL.7

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7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. RL.3.7

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.** RL.8

   K-12 not applicable to literature.

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.9

   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

10. **Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** RL.10

    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

Reading Informational Text

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.1

   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

2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

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

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

4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RI.4

   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

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.5

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   5. Use text features and search tools to locate information relevant to a given topic efficiently. RI.3.5

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RI.6

   6. Distinguish their own point of view from that of the author of a text. RI.3.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

   7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RI.3.7

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.8

   8. Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. RI.3.8

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.9

   9. Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.9

10. **Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.** RI.10

    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

Reading Foundational Skills

Handwriting

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

Phonics and Word Recognition

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

   a. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.4.A

   b. Decode words with common Latin suffixes. RF.3.4.B

   c. Decode multisyllabic words. RF.3.4.C

   d. Read grade-appropriate irregularly spelled words. RF.3.4.D

Fluency

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

Writing

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1
    1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1
        a. Organize information and ideas around a topic to plan and prepare to write. W.3.1.A
        b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B
        c. Provide reasons that support the opinion. W.3.1.C
        d. Use linking words and phrases to connect opinion and reasons. W.3.1.D
        e. Provide a concluding statement or section. W.3.1.E
        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.F

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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.2
    2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2
        a. Organize information and ideas around a topic to plan and prepare to write. W.3.2.A
        b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.B
        c. Develop the topic with facts, definitions, and details. W.3.2.C
        d. Use linking words and phrases to connect ideas within categories of information. W.3.2.D
        e. Provide a concluding statement or section. W.3.2.E
        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.3.2.F

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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. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3

   a. Organize information and ideas around a topic to plan and prepare to write. W.3.3.A

   b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B

   c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C

   d. Use temporal transition words and phrases to signal event order. W.3.3.D

   e. Provide a sense of closure. W.3.3.E

   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.F

4. **Use digital tools and resources to produce and publish writing and to interact and collaborate with others.** W.4

   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

5. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.5

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

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.6

   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

Speaking and Listening

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.1

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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. SL.3.1

   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. SL.3.1.A

   b. Follow agreed-upon rules for discussions. SL.3.1.B

   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.C

   d. Explain their own ideas and understanding in light of the discussion. SL.3.1.D

2. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.2

   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

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

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.4

   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

5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

   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

Language

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.1

   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

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.2

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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

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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. L.3.3

        a. Choose words and phrases for effect. L.3.3.A

        b. Recognize and observe differences between the conventions of spoken and written standard English. L.3.3.B

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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.** L.4

    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

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5. **Demonstrate understanding of figurative language and nuances in word meanings.** L.5

    5. Demonstrate understanding of nuances in word meanings. L.3.5

        a. Distinguish the literal and non-literal meanings of words and phrases in context. L.3.5.A

        b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. L.3.5.B

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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.6

    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