North Carolina Extended Content Standards For English Language Arts

Grade 3

READING: LITERATURE

1 CCR Anchor Standard RL.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.

1 Answer who and what questions to demonstrate understanding of details in a familiar text. RL.3.1

2 CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2 Associate details with events in stories from diverse cultures. RL.3.2

3 CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3 Identify the feeling of characters in a story RL.3.3

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

4 Determine words and phrases that complete sentences in a text. RL.3.4

5 CCR Anchor Standard RL.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.

5 Determine the beginning, middle, and end of a familiar story in order. RL.3.5

6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.

6 Identify personal point of view about a text. RL.3.6

7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7 Identify parts of illustrations or tactual information that depicts a particular setting or event. RL.3.7

8 CCR Anchor Standard RL.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

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9 **CCRAnchorStandardRL.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.**

9 Identify common elements in two stories in a series. RL.3.9

10 **CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

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

READING: INFORMATIONAL TEXT

1 **CCR Anchor Standard RI.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.**

1 Answer who and what, where, questions to demonstrate understanding of details in a text. RI.3.1

2 **CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Identify the main topic and retell key details of a text." RI.3.2

3 **CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Order two events from a text as “first” and “next.” RI.3.3

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

4 Identify key words that complete sentences in a text RI.3.4

5 **CCR Anchor Standard RI.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.**

5 Locate key facts or information in a familiar text. RI.3.5

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

6 Identify personal point of view about a text. RI.3.6

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

7 Use information gained from illustrations and the words in a text to answer who and what questions. RI.3.7

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CR Anchor Standard RI.8 – Delineate and evaluate the argument and specific laims in a text, including the validity of the reasoning as well as the relevance and

sufficiency of the evidence.

8 Identify two related points an author makes in a familiar informational text. RI.3.8

9 CCR Anchor Standard RI.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.

9 Identify a common element between two familiar texts on the same topic. RI.3.9

10 CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

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

Reading Foundational Skills

HANDWRITING

2 Uses letters to create written documents." RF.3.2

4 Apply letter-sound knowledge to begin decoding words." RF.3.4

5 Engage in purposeful reading of familiar text. RF.3.5

a Use context to determine missing words in familiar texts. RF.3.5.A

WRITING

1 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.

1 Write an opinion on topics or texts, supporting a point of view with reasons. W.3.1

a Select a topic or text and write an opinion about it. W.3.1.A

b Write one or more reasons to support the opinion. W.3.1.B

2 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.

2 Write to share information by selecting a topic and writing about it, including one or more facts or details. W.3.2

3 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.

3 Write about an event or personal experience, including the names of people involved. W.3.3

4 CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

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With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others. W.3.4

5 **CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

5 Identify information about a topic for a research project. W.3.5

6 **CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

6 Sort information on a topic or personal experience into two provided categories and write about each one. W.3.6

9 **CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

10 **CCR Anchor Standard W.10 (in 2010 Standards) – 2010: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING

1 **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.**

1 Communicate with others in group interactions. SL.3.1

a Engage in collaborative interactions about texts. SL.3.1.A

b Listen to others' ideas before responding. SL.3.1.B

c Indicate confusion or lack of understanding about information presented. SL.3.1.C

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

2 Identify details in a text read aloud or information presented orally or through other media. SL.3.2

3 **CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

3 Answer who, what, and where questions about the details provided by the speaker. SL.3.3

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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.

4 Communicate opinion on a familiar topic or text including descriptive words. SL.3.4

5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5 Create a multimedia presentation of a story or poem. SL.3.5

6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

6 Integrated into SL.4 SL.3.6

LANGUAGE

1 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.

1 Demonstrate understanding of letter and word use within the 2-3 grammar continuum when writing or communicating. L.3.1

2 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.

2 Demonstrate emerging understanding of conventions of standard English during shared writing within 2-3 conventions continuum when writing. L.3.2

3 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 reading or listening.

3 Use language to achieve desired outcomes when communicating to make simple request, comment, or share information. L.3.3

4 CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4 Demonstrate knowledge of word meanings drawn from grade 3 content. L.3.4

5 CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.

5 Demonstrate understanding of word relationships and use. L.3.5

a Determine the literal meaning of words and phrases in context. L.3.5.A

b Identify words that describe personal emotional states. L.3.5.B

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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.

6 Use words acquired through conversations, being read to, and during shared reading activities. L.3.6