North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

English/Language Arts ● Unpacked Content

For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13 school year

This document is designed to help North Carolina educators teach the ELA Common Core State Standards.

NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
Descriptions of what each standard means a student will know, understand and be able to do. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?
You can find the standards alone at http://www.corestandards.org

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Key Ideas and Details		
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. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.

Use questions and prompts such as:
- Who are the characters in this story?
- What are the most important events that happened in the story? How do you know?
- What lesson is this story teaching you?
- Where did the story take place? How do you know?
- Can you tell me how the character is feeling is this part of the story?
- Can you find the reasons why the character acted this way?
- How does this character affect what happens in the beginning or at the end of the story? |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 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. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | |

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Third grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and nonliteral language. They continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories, but in dramas and poems. At this level, students are required not only to establish the point of view but tell how their own point of view is different from the narrator's or the characters.
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. 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.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Distinguish their own point of view from that of the narrator or those of the characters.	Use questions and prompts such as: • What do you do when you come to words you do not know? (use context) • Why did the author choose this word? Does this word have other meanings than the way the author used it? • Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized (time order, topic)? • Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	7. Explain 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).	Third grade students must integrate pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters. Students are required to find similarities and differences in books with the same author and characters.
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.	8. (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.	9. Compare and contrast 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).	Use questions and prompts such as: • What do the illustrations tell you about the mood of this book? Can you find where the mood is described in the story? How do the pictures help you understand the description of the mood? • Look at these two books in the same series. What is the same about the setting in the two stories? What is different? • How did these specific characters solve the problem in different ways across this series of stories? • How are the problems these specific characters face similar across this series of stories?

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Third grade students are capable of reading and understanding a variety of literature at the higher end of grades 2 and 3 instructional reading level independently. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habits of reading independently and closely, which are essential to their future success."

		Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Key Ideas and Details		
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. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Third grade students are required to refer to the text to support their answers. Students must identify the main idea and find the most important details that strengthen the main idea. At this level, students tell how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause and effect.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Use questions and prompts such as:
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	• Think about what you read and create your own questions (being sure to refer to the text) about an important idea. • What is the main idea of this text? How do you know? • What are the important ideas in this text? How do you know? • How are the important ideas connected to the main idea? • Which step comes first? After that? • What happened first? What happened after that? • Can you tell me how these ideas are the same? Can you tell me how they are different?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Craft and Structure		
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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*.	Third grade students continue to find the meanings of general vocabulary words specific to third grade topics or subjects. Students will continue to use the unique features and organization of informational text (text features and search tools) to find and manage information specific to the topic. Students in grade 3 must be able to compare their point of view with the author's point of view.
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. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Distinguish their own point of view from that of the author of a text.	Use questions and prompts such as: • What do you do when you come to words you do not know? (glossary, use context) • What features in the text help you find important information about what you are reading? • How do the key words help you as you read this text? • How do sidebars help you? • What does the author want the reader to understand about this topic? • Think about what the author is telling you in this text. Do you agree or disagree with the author's thinking?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Third grade students must use various media (maps, diagrams, photos, audios) to understand specific information in the text. Third graders are required to make a clear link between sentences and paragraphs when reading informational text. At this level, students are asked to find similarities and differences about important details when reading about two texts that share the same topic
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.	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
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. Compare and contrast the most important points and key details presented in two texts on the same topic.	Use questions and prompts such as: ● How does the diagram/image help you understand what you are reading? ● Read these two paragraphs. Can you tell how the ideas in the two paragraphs are connected? (time order, comparison of events/ideas, cause/effect) ● Can you find the part of the text that comes after this part? Can you find the next step/event/idea? What particular words or sentences help you know what comes next? ● What is the same about the points presented in these two texts? What is different?

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Students are required to read and understand a wide range of informational texts, within the higher end of second to third grade text level efficiently, by the end of the year. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habits of reading independently and closely, which are essential to their future success."

		Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

CCR Anchor Standard	CCSS Standard	Unpacking
There are no anchor standards for Reading Foundational Skills.	**Reading Foundational Skills**	
Phonics and Word Recognition		
	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: • Does that sound right? • Does that look right? • Does that make sense? • Look at the end of the word and try that again. • Look for chunks you know and say them. • Look at the word, does it look like …? • You said …does it look like …?

CCR Anchor Standard	CCSS Standard	Unpacking
There are no anchor standards for Reading Foundational Skills.	**Reading Foundational Skills**	
Fluency		
	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as: • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound or look like you think it should.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	Third grade students should write opinion pieces that clearly state their preferences and supply the reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together. Students need to engage in behaviors (turn and talk, small group discussion, and writing and speaking activities) that lead to the expression of ideas both verbally and in writing:. Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose facts, definitions, and details to use within their writing that clarify their thinking about a topic. Third grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding
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 informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	their thoughts (learning to write summary statements) when writing. They use transitional words to show order of events and write with complex sentences to link the parts of their writing together. Third grade students write informative/explanatory pieces as well. In order to do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation). Third grade students write real and imaginative stories and students are expected to use description to show characters' thoughts and feelings as well as the details of characters' interaction through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	With assistance, third grade students are expected to produce writing that is clear and understandable to the reader. Task (type of writing assignment) and purpose (the writer's designated reason for writing) should be reflected in the student's organization and development of a topic.

With assistance from adults and peers, students should develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).

Students in third grade are developing strategies with peers and adults to use digital tools. At this grade level, they should not only use technology for producing and publishing writing, but also |
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |

		to collaborate with others. Third grade students are required to use keyboarding skills to publish their writing.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects that build knowledge about a topic.	Third grade students are required to expand upon the shared research experience in grade 2 by researching a topic on their own. In grade 3, students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher.

At this level, students are gathering information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes. Third grade students need to know how to choose online sources and how to select the information they need from each source. They also need to know how to link the new information they learn online with offline sources. Items such as, graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students. |
| 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | |
| 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | 9. (Begins in grade 4) | |

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Range of Writing		
10. 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.	10. 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 discipline-specific tasks, purposes, and audiences.	Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer's designated reason for writing) should be reflected in the student's development of a topic related to the content area for which they are writing about.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
Comprehension and Collaboration		
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. 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. 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 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.	Students in grade three will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Third grade students will also determine the main idea and supporting details of a text read aloud or information presented in multiple formats.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	At this level, students should also be able to listen carefully to what a speaker says and then ask questions to clarify what they heard. If something is not understood, students should be able to elaborate and provide details to build upon the speaker's response.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
Presentation of Knowledge and Ideas		
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. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Third graders move from describing and storytelling to reporting on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate and understandable *pace*.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.	Students in the third grade should also be able to utilize digital media to make *engaging* audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud. At this level, audio recordings should demonstrate fluid and well-paced reading. Visual displays should be added to illuminate chosen facts or details.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
		Students will need to engage in behaviors (turn and talk, small group discussion, computer use, and writing and speaking learning activities) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, third grade students need to be able to choose visual

		displays that add to and enhance their thinking about a topic. Students must be able to articulate their ideas in complete sentences.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 3

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g.*, I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts." Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Knowledge of Language		
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.	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.	Students in grade 3 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will develop strategies for choosing words for effect and comparing written and spoken Standard English. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
	Vocabulary Acquisition and Use	
4. Determine or 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. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

5. Demonstrate understanding of word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	Learning words at this stage includes exploring different shades of meaning and literal and nonliteral meanings for words and phrases, growing vocabulary by using known word parts (affix, root) to acquire unknown words, and developing print and digital reference use (glossary and dictionary). "Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children."
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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	"General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts." "Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature."