**Introduction**

The ELA Standard Division Documents (SDD) for Elementary English Language Arts are designed to provide teachers with a framework of the North Carolina Standard Course of Study for ELA (Common Core Standards) for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Standards are introduced for *“focused instruction”* as outlined in the SDD. Focus standards instruction may be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be taught together. These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments.* The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. Beginning with grade 3, the district offers benchmark assessments for each nine week grading period as well as for the beginning, middle, and end of year. **Assessed standards in grades 3-5 are marked BM when they are to be benchmarked.** The SDD provides a guide for what standards will be included on the district benchmark assessments. In Kindergarten through 2nd grade, beginning, middle, and end of year benchmarks, as well as ongoing progress monitoring, are completed using mCLASS Reading 3D and other appropriate K-2 assessments. Writing in grades K-2 should be benchmarked each 9 weeks. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by district or state assessments. These school-based assessments may include performance tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the standards (e.g., portfolios, research projects, products, presentations, etc.).

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| First Nine Weeks Standards:  ***\*Prior to Introducing Standards:***  ***“1st 20 Days****”;* Routines, Procedures, and Building Community (Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy by Fountas and Pinnell)***(Integrate SL.3.1)***  \*Introduce “Reading Strategies”; Visualizing, Making Connections, Asking Questions, Making Inferences, Determining Importance, Summarizing, and Synthesizing (Strategies that Work: Teaching Comprehension for Understanding and Engagement (2nd Edition) by Harvey and Goudvis)  *\**Explicit teaching of each reading strategy during the 1st nine weeks is crucial – teachers will embed them throughout the year as needed for students to understand text and demonstrate proficiency of standards.   * **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.  1. 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. 2. 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). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 4. Explain their own ideas and understanding in light of the discussion.   ***\*The modeling of each reading strategy during the 1st nine weeks is important, because strategies will be practiced and applied throughout the year, as they are needed to understand text and master standards.***  **RL.3.1 (F)** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **\*RI.3.1 (NF)** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  ***\*Throughout the year, instruction should toggle between fiction and nonfiction, so that students understand how each genre is structured. When modeling RI standards, it is recommended that text selections relate to the essential standards for Science and Social Studies. (integration opportunity)***  **RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **(Reinforce from second grade standard RL.2.3 for story structure) (Character Analysis, Story Elements, Character Actions/Reactions & how characters in a story respond to major events, sequencing)**  **RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.   1. Read grade-appropriate irregularly spelled words.   **\*RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language***. (move distinguish literal from nonliteral language into the 2nd nine weeks)***  **\*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.  ***\*It is necessary to introduce Standard 4 during the first nine weeks; so that students understand that at this grade level they will experience more complex language and vocabulary. (Integrate RF.3.3)***  **L.3.4 a,b,d (Integrated and Ongoing)**  (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 glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.  **RI.3.7** 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).  **RL.3.10** 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*.*  **RI.3.10** 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.  **\**RL.3.10/RI.3.10 are developed through independent reading practices that include “just right/good fit book” selections, book discussions with peers/teacher and reader response journals.***  **RF.3.4 a,c**   1. Read with sufficient accuracy and fluency to support comprehension (Integrate RF.3.4 during read-alouds, one to one conferences, and guided reading groups) 2. Use context to confirm or   self-correct word recognition and understanding, rereading as necessary.  **For Writing:**  **W.3.3 a,c -** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.   (c)Use temporal words and phrases to signal event order.   * **SL.3.6 (Ongoing)** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (This standard extends the writing opportunity to math, science and social studies – across the curriculum.)   **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W.3.10** 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.  **L.3.1 a,b,c,d,e,i (Integrated and Ongoing)**  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.   1. Form and use regular and irregular plural nouns. 2. Use abstract nouns (e.g., childhood). 3. Form and use regular and irregular verbs. 4. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.   (i)Produce simple, compound, and complex sentences.  **L.3.2 a,e,f,g (Integrated and Ongoing)**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize appropriate words in titles.   (e)Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).   1. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.   **\*L.3.3 a,b (Integrated and Ongoing)**  **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**   1. Choose words and phrases for effect. 2. Recognize and observe differences between the conventions of spoken and written standard English.   **\*L.3.6 (Integrated and Ongoing)**  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).  **Cursive Handwriting:**  **Continue identification of upper and lower case letters and begin to introduce writing the letters.** | Second Nine Weeks Standards:  **RL.3.1/RI.3.1 (Developing)**  **\**Students should be expected to practice and apply this standard to any piece of text.***  **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.  **RF.3.4** Read with sufficient accuracy and fluency to support comprehension (Continue a, c)  (b)Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  **RL.3.9 (After teaching Standard RL.3.2)** 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). (Main Idea, compare/contrast, lesson/moral, theme, synthesizing)  **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.   * **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.   **RI.3.9 (After RL.3.2)** Compare and contrast the most important points and key details presented in two texts on the same topic.  ***\*Students should be expected to identify important versus interesting points of a text. Students should be expected to locate key details within a text.***  **RI.3.7 \* (Developing)**  **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.  **(Integration opportunity to tie in with essential standards for science and social studies)**  **RL.3.7 \*** 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). (embedded within Standard RL.3.3)  **RL.3.3 (Developing)**  **(Embedded with RL.3.7 – text illustrations, using picture clues to make meaning, revisit visualizing, inferring from “Strategies that Work” in preparation for Standard 3.9 in a later grading period.)**  **RL.3.4 and RI.3.4 \* (Developing)**   * **L.3.5 b,c (Integrated and Ongoing)**   **Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**  (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).  **RL.3.10/RI.3.10 (Developing)**  **RF.3.3 d \* (Developing)**   1. Decode multi-syllable words   **For Writing:**  **W.3.2 a,b,c,d (NF)** Write informative /explanatory texts to examine a topic and convey ideas and information clearly.   1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 2. Develop the topic with facts, definitions, and details. 3. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 4. Provide a concluding statement or section.   **W.3.3** **(a,c) (Developing)**  d. Provide a sense of closure   * **SL.3.6 (Ongoing)** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (This standard extends the writing opportunity to math, science and social studies – across the curriculum.)   **W.3.6** 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.  **W.3.10 (Developing)** 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.  **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  **L.3.1 a,b,c,d,e,i (Integrated and Ongoing)**  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.  (i)Produce simple, compound, and complex sentences.  **L.3.2 Developing (a, e, f, g)**   1. Use commas in addresses. 2. Form and use possessives.   **L.3.2 a,e,f,g (Integrated and Ongoing)**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (a)Capitalize appropriate words in titles.  (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.  **\*L.3.3 a,b (Integrated and Ongoing)**  **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.  **\*L.3.6 (Integrated and Ongoing)**  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).    **Cursive Handwriting:**  **Write all upper and lower case letters in cursive and write words and simple sentences in cursive.** | Third Nine Weeks Standards:  **\*RL.3.1/RI.3.1** \* (**Developing)**  **\**Students should be expected to practice and apply this standard to any piece of text.***  **RL.3.2 \* (Developing)**  **RI.3.2 \* (Developing)**  **RL.3.3 \* (Developing)**  **RI.3.3 \* (Developing)**  **RL.3.4 \* (Developing)**  **RI.3.4 \* (Developing)**  **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.   * **W.3.3 (a, c, d)**  1. Use dialogue and descriptions of actions. Thoughts, and feelings to develop experiences and events or shoe the response of characters to situations.   **RF.3.4** Read with sufficient accuracy and fluency to support comprehension (Continue a, c)  (b)Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.(more with important versus interesting and captions of illustrations)  **RI.3.7 \* (Developing)**  **RL.3.7 \*( Developing)**  **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).   * **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   **RL.3.9 \* (Developing)**  **RI.3.9 \* (Developing)**  **RL.3.10/RI.3.10 (Developing)**  **For Writing:**  **W.3.7** Conduct short research projects that build knowledge about a topic.  **W.3.8** Recall information from experiences or gather information from point and digital sources; take brief notes on sources and sort evidence into provided categories.  **W.3.9 (Begins in Grade 4)**   * **SL.3.6 (Ongoing)** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (This standard extends the writing opportunity to math, science and social studies – across the curriculum.)   **W.3.10 (Developing)** 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. (This standard extends the writing opportunity to math, science and social studies – across the curriculum.)    **L.3.1 a,b,c,d,e,i (Integrated and Ongoing)**  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.  (i)Produce simple, compound, and complex sentences.    **L.3.2 (Integrated and Ongoing)**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize appropriate words in titles. 2. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 3. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 4. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.   **\*L.3.3 a,b (Integrated and Ongoing)**  **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.  **\*L.3.6 (Integrated and Ongoing)**  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).  **\*RF.3.3 (a, b, c, d)**   1. Identify and know the meaning of the most common prefixes and derivational suffixes. 2. Decode words with common Latin suffixes. 3. Decode multisyllabic words.   **Cursive Handwriting:**  **Read and write as short selection written in cursive.** | Fourth Nine Weeks Standards:  ***\*Model test-taking strategies and study the EOG as a genre, during the 4th nine weeks. (Resource: “Test Talk”)***  **\*RL.3.1/RI.3.1 \* (Developing)**  **\**Students should be expected to practice and apply this standard to any piece of text.***  **RL.3.2 \* (Developing)**  **RI.3.2 \* (Developing)**  **RL.3.3 \* (Developing)**  **RI.3.3 \* (Developing)**  **RL3.4 \* (Developing)**  **RI.3.4 \* (Developing)**  **RL.3.5 \* (Developing)**  **RI.3.5 \* (Developing)**  **\*RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.  ***\*Poetry is ideal for modeling Standard RL.3.6.***  **\*RI.3.6** Distinguish their own point of view from that of the author of a text.  **RI.3.7 \* (Developing)**  **RL.3.7 \* (Developing)**  **RI.3.8 \* (Developing)**  **RL.3.9 \* (Developing)**  **RI.3.9 \* (Developing**  **RL.3.10/RI.3.10 (Developing)**   * **RF.3.4 a,b,c**   **For Writing:**  **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.   1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 2. Provide reasons that support the opinion. 3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 4. Provide a concluding statement or section.   **W.3.3 – Developing**  (d) provide a sense of closure.   * **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 at an understandable pace. * **SL.3.6 (Ongoing)** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (This standard extends the writing opportunity to math, science and social studies – across the curriculum.)   **W.3.10 (Developing)** 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.  **L.3.1 a,b,c,d,e,i (Integrated and Ongoing)**  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.  (i)Produce simple, compound, and complex sentences.    **L.3.2 (Integrated and Ongoing)**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize appropriate words in titles. 2. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 3. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 4. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.   **\*L.3.3 a,b (Integrated and Ongoing)**  **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.  **\*L.3.6 (Integrated and Ongoing)**  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).    **Cursive Handwriting:**  **Legibly write a short selection in cursive.** |
| Year Long Standards (Objectives that may take the full year to teach)  **Please note, once ELA objectives are introduced they will be taught for the remainder of the year.** | | | |

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| **Third Grade ELA Standards At a Glance: Focused Instruction** |

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| Strand | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Reading Literature | 3.1, 3.3, 3.4, 3.10 | 3.2, 3.7, 3.9 | 3.5 | 3.6 |
| Reading Information | 3.1, 3.4, 3.7, 3.10 | 3.2, 3.3, 3.9 | 3.5, 3.8 | 3.6 |
| Reading Foundational Skills | 3.3, 3.4 | 3.3, 3.4 | 3.3, 3.4 | 3.4 |
| Writing | 3.3, 3.4, 3.5, 3.10 | 3.2, 3.3, 3.6, 3.10 | 3.3, 3.7, 3.8, 3.10 | 3.1, 3.3, 3.10 |
| Speaking and Listening | 3.1, 3.6 | 3.2, 3.5 | 3.3, 3.6 | 3.4, 3.6 |
| Language | 3.1, 3.2, 3.3, 3.4, 3.6 | 3.1, 3.2, 3.3,3.5, 3.6 | 3.1, 3.2, 3.3, 3.6 | 3.1, 3.2, 3.3, 3.6 |
| Cursive | **Letters - Continue identification of upper and lower case letters and begin to introduce writing the letters.** | **Words and sentences - Write all upper and lower case letters in cursive and write words and simple sentences in cursive.** | **Read and write short selection - Read and write as short selection written in cursive.** | **Write short selection - Legibly write a short selection in cursive.** |

Proposed Benchmark Frequency: **Every 9 weeks** Comments (optional): **\* Indicates when each standard will be benchmarked. RL.3.10 and RI.3.10 are measured throughout the year with book level. Please note that standards from previous grade are reinforced until grade level standards are introduced.**

Name of Person/People Submitting this form: **Sharon M. Edwards**