



This document is designed to help North Carolina educators teach the Common Core. NCDPI staff are continually updating and improving these tools to better serve teachers.

Grade 3

Crosswalk: English Language Arts and Reading (ELAR)

- **Common Core State Standards (CCSS, 2010) and**
- **North Carolina Standard Course of Study (NCSCOS, 2004)**

Overview

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate



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strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELAR standards.

www.corestandards.org

<http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx>

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell). 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text.	The Common Core State Standard (CCSS) is more specific.
		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.	2.03 Read a variety of texts, including: <ul style="list-style-type: none"> fiction (short stories, novels, fantasies, fairy tales, fables). 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> lesson and/or message. 2.05 Draw conclusions, make generalizations, and gather support by referencing the text.	Diverse cultures are specified in CCSS.
		3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> making inferences and drawing conclusions about characters and events. 2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> sequence 	CCSS is more specific in regards to character development and plot.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> author’s use of figurative language 	CCSS emphasizes literal and figurative language.
		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.	2.02 Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> using story structure 	CCSS is more specific in regards to story structure.
		6. Distinguish their own point of view from that of the narrator or those of the characters.	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> point of view (author and character) 	CCSS encourages more rigorous understanding of point of view.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Integration of Knowledge and Ideas	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).		New expectation in CCSS.
		8. (Not applicable to literature)		
		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).	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> plot 	CCSS encourages more rigorous understanding of story themes, settings, and plots by requiring students to compare and contrast.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Range of Reading and Level of Text Complexity	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.	4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.	CCSS refers to the 2-3 text complexity band as well as scaffolding. Standard 10 defines a staircase of increasing text complexity throughout grades which requires increasing sophistication in students' reading comprehension ability. CCSS encourages independent reading.
			2.03 Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables) • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps) • poetry (proverbs, riddles, limericks, simple poems) • drama (skits, plays) 	



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Key Ideas and Details	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	
		2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> main idea and supporting details 	
		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.		New expectation in CCSS.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Craft and Structure	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.		New expectation in CCSS.
		5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		New expectation in CCSS.
		6. Distinguish their own point of view from that of the author of a text.	2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:: <ul style="list-style-type: none"> point of view (author and character) 	CCSS encourages more rigorous understanding of point of view by considering the reader's point of view.



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Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Integration of Knowledge and Ideas	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).	3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).	CCSS is more specific.
		8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		New expectation in CCSS.
		9. Compare and contrast the most important points and key details presented in two texts on the same topic.	3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> making inferences and drawing conclusions about characters and events. 	CCSS requires students to compare and contrast texts.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	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.	1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency • build background knowledge • extend vocabulary 	CCSS is more rigorous in regards to comprehension, selection and text complexity.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective
Reading Standards: Foundational Skills	Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words.	1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
		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.	1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension. 5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).
			Comments



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Strand	Cluster	Standard	Objective	Comments
Reading Standards: Foundational Skills	Fluency	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:</p> <ul style="list-style-type: none"> increase fluency <p>2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> <p>4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.</p>	



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	
			Comments	
Writing Standards	Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 		New expectation. Students are required to write opinion pieces in the CCSS. CCSS specifies the use of linking words. It also includes using reasons to support opinions.
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. 	4.02 Use oral and written language to: <ul style="list-style-type: none"> present information in a sequential, logical manner report information on a topic 	CCSS encourages rigor and specificity in informational writing. It includes a writing process.



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Strand	Cluster	Standard	Objective
		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).</p>
			<p>Comments</p> <p>CCSS encourages more specificity in narrative composition.</p>



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Writing Standards	Production and Distribution of Writing	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.)	4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing). 4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.	CCSS includes guidance and support from adults.
		5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing). 4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans. 4.08 Focus reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> • clarifying ideas • adding descriptive words and phrases • sequencing events and ideas • combining short, related sentences • strengthening word choice 5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls). 5.07 Edit (with assistance) to use conventions of written language and format.	



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Strand	Cluster	Standard	Objective	Comments
		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.	4.10 Explore technology as a tool to create a written product.	CCSS includes the publication steps to a writing process with guidance and support from adults.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Writing Standards	Research to Build and Present Knowledge	7. Conduct short research projects that build knowledge about a topic.	3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	
		8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).	CCSS refers to the research process.
		9. (Begins in grade 4)		



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Writing Standards	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 discipline-specific tasks, purposes, and audiences.	4.08 Focus reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> • clarifying ideas. • adding descriptive words and phrases. • sequencing events and ideas. • combining short, related sentences. • strengthening word choice. 	CCSS specifies writing routinely.



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	
Speaking and Listening Standards	Comprehension and Collaboration	<p>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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>2.08 Listen actively by:</p> <ul style="list-style-type: none"> • facing the speaker • making eye contact • asking questions to clarify the message • asking questions to gain additional information and ideas <p>4.02 Use oral and written language to:</p> <ul style="list-style-type: none"> • present information in a sequenced, logical manner • discuss • sustain conversation on a topic • share information and ideas • recount or narrate • answer open-ended questions • report information on a topic • explain own learning 	CCSS provides more specificity in the development of speaking and listening skills.
		<p>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.</p>		New expectation in CCSS.



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Speaking and Listening Standards	Presentation of Knowledge and Ideas	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.	4.02 Use oral and written language to: <ul style="list-style-type: none"> • present information in a sequenced, logical manner • discuss • sustain conversation on a topic • share information and ideas • recount or narrate • answer open-ended questions • report information on a topic • explain own learning 	CCSS includes effective public speaking qualities.
		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.	4.10 Explore technology as a tool to create a written product.	CCSS encourages more specificity in the use of Web 2.0 tools.
		6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	
			Comments	
Language Standards	Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 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. 	5.02 Use correct subject/verb agreement. 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. 5.07 Edit (with assistance) to use conventions of written language and format.	CCSS provides more specificity with regards to conventions and encourages mastery.
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. 	5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and	CCSS provides more specificity with regards to conventions and encourages mastery.



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Strand	Cluster	Standard	Objective
		<ul style="list-style-type: none"> 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. 	<p>abbreviated titles; apostrophes in contractions).</p> <p>5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p> <p>5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p>
			Comments



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Strand	Cluster	Standard	Objective	Comments
Language Standards	Knowledge of Language	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.	5.07 Edit (with assistance) to use conventions of written language and format.	CCSS provides more specificity including word choice to enhance the overall effect .



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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)		
Strand	Cluster	Standard	Objective	Comments
Language Standards	Vocabulary Acquisition and Use	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).</p> <p>1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.</p>	CCSS includes specificity in vocabulary acquisition.
		<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe</p>	<p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> author's use of figurative language (simile, metaphor, imagery). 	CCSS encourages more rigorous understanding of nonliteral language.



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Strand	Cluster	Standard	Objective	Comments
		<p>people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>		
		<p>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).</p>		New expectation in CCSS.