

# The Alabama Library Media Crosswalk



## Alabama's College and Career Ready Standards

# English Language Arts Grade 3

Prepared By: (School Librarian)  
For: (School Name)

## Third Grade - Reading Standards for Literature

CCRS STANDARD	AASL Standard Crosswalk	Librarian teaches alone	Librarian Collaborates	Lesson Notes/Tools
<b>Key Ideas and Details</b>				
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>			
<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres</p>			
<p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]</p>				

Craft and Structure				
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]				
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [RL.3.5]				
6. Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]				
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). [RL.3.7]	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.			
8. 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). [RL.3.9]	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.			

**Range of Reading and Level of Text Complexity**

9. 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. [RL.3.10]

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading

# Reading Standards for Informational Text

## Key Ideas and Details

<p>10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>			
<p>11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]</p>				
<p>12. 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 and effect. [RI.3.3]</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge</p>			

	in order to construct new understandings, draw conclusions, and create new knowledge.			
<b>Craft and Structure</b>				
13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. [RI.3.4]				
14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]				
15. Distinguish their own point of view from that of another author of a text. [RI.3.6]	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias			
<b>Integration of Knowledge and Ideas</b>				
16. 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). [RI.3.7]	1.1.4 Find, evaluate, and select appropriate sources to answer questions.  1.1.6 Read, view, and listen for information presented in			

	any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.			
17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]				
18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
<b>Range of Reading and Level of Text Complexity</b>				
19. 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. [RI.3.10]				

# Reading Standards: Foundational Skills

## Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]  
a. Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]  
b. Decode words with common Latin suffixes. [RF.3.3b]  
c. Decode multisyllable words. [RF.3.3c]  
d. Read grade-appropriate irregularly spelled words. [RF.3.3d]

## Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]  
a. Read on-level text with purpose and understanding. [RF.3.4a]  
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]  
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

# Writing Standards

## Text Types and Purposes

<p>22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]</p>				
<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>			

<p>b. Provide reasons that support the opinion. [W.3.1b]</p>	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p>			
<p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. [W.3.1c]</p>				
<p>d. Provide a concluding statement or section. [W.3.1d]</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations</p>			
<p>23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]  b. Develop the topic with facts, definitions, and details. [W.3.2b]  c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. [W.3.2c]  d. Provide a concluding statement or section. [W.3.2d]</p>				

<p>24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]</p> <p>a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a]</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. [W.3.3b]</p> <p>Use temporal words and phrases to signal event order. [W.3.3c]</p> <p>d. Provide a sense of closure. [W.3.3d]</p>				
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**Production and Distribution of Writing**

<p>25. 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 22-24 above.) [W.3.4]</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.2 Organize knowledge so that it is useful.</p>			
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<p>26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-3.) [W.3.5]</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p>			
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<p>27. 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.3.6]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new</p>			
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	<p>understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p>			
<b>Research to Build and Present Knowledge</b>				
<p>28. Conduct short research projects that build knowledge about a topic. [W.3.7]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>			

<p>29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p>			
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	2.4.1 Determine how to act on information (accept, reject, modify).			
<b>Range of Writing</b>				
30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning</p>			

# Speaking and Listening Standards

## Comprehension and Collaboration

<p>31. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. [SL.3.1]</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</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. [SL.3.1a]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</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). [SL.3.1b]</p>				
<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c]</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding</p>			

<p>d. Explain their own ideas and understanding in light of the discussion. [SL.3.1d]</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p>			
<p>32. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.3.2]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>			
<p>33. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3]</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.1 Display initiative and engagement by posing</p>			

	questions and investigating the answers beyond the collection of superficial facts.			
<b>Presentation of Knowledge and Ideas</b>				
34. 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.3.4]	3.1.3 Use writing and speaking skills to communicate new understandings effectively.			
35. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [SL.3.5]	<p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>			

<p>36. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 37 and 39 for specific expectations.) [SL.3.6]</p>				
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# Language Standards

## Conventions of Standard English

<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]</p> <p>b. Form and use regular and irregular plural nouns. [L.3.1b]</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>). [L.3.1c]</p> <p>d. Form and use regular and irregular verbs. [L.3.1d]</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. [L.3.1e]</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]</p> <p>h. Use coordinating and subordinating conjunctions. [L.3.1h]</p> <p>i. Produce simple, compound, and complex sentences. [L.3.1i]</p>				
<p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]</p> <p>a. Capitalize appropriate words in titles. [L.3.2a]</p> <p>b. Use commas in addresses. [L.3.2b]</p> <p>c. Use commas and quotation marks in dialogue. [L.3.2c]</p>				

<p>d. Form and use possessives. [L.3.2d]  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). [L.3.2e]  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]  g. Write legibly in cursive.  h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]</p>				
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**Knowledge of Language**

<p>39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]  a. Choose words and phrases for effect.* [L.3.3a]  b. Recognize and observe differences between the conventions of spoken and written Standard English. [L.3.3b]</p>				
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**Vocabulary Acquisition and Use**

<p>40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies. [L.3.4]  a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). [L.3.4b]  c. Use a known root word as a clue to the meaning of an unknown word with the</p>				
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<p>same root (e.g., <i>company, companion</i>). [L.3.4c]  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]</p>				
<p>41. Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). [L.3.5a]  b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). [L.3.5b]  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). [L.3.5c]</p>				
<p>42. 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., <i>After dinner that night we went looking for them</i>). [L.3.6]</p>				

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