Main Criteria: Adventures in Writing

Secondary Criteria: California Content Standards

Subject: Language Arts

Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

California Content Standards Language Arts

Grade 3 - Adopted: 2013

CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION /RI.3.4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3SUBSTRANDtopic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / .3. DOMAIN / PART PERFORMANC Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate SUBSTRAND understanding of the text (e.g., where, when, why, and how key events occur). EXPECTATION / RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, SUBSTRAND cause/effect, first/second/third in a sequence). CA.CC.RI Reading Standards for Informational Text CONTENT STANDARD / .3. **DOMAIN / PART** PERFORMANC Range of Reading and Level of Text Complexity E ST ANDARD / MODE

CONTENT	CA.CC.RF Reading Standards: Foundational Skills
STANDARD /	.3.

ST ANDARD / DOMAIN / PART

SUBSTRAND

EXPECTATION / RI.3.10.

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
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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.

FOUNDATION / RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECT ATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

FOUNDATION / W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. PROFICIENCY LEVEL FOUNDATION / W.3.2.b. Develop the topic with facts, definitions, and details. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

CONTENT CA.CC.SL Speaking and Listening Standards ST ANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

CONTENT	CA.CC.SL Speaking and Listening Standa	ards
STANDARD /	.3.	
DOMAIN / PART		

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION /	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or

SUBSTRAND clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT AT ION / SUBST RAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.h.	Use coordinating and subordinating conjunctions.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECT ATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
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California Content Standards Language Arts Grade 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
E ST ANDARD /	CCSS.EL A- Literacy.C CRA.L.1	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E ST ANDARD / MODE	A- Literacy.C CRA.L.1	
E ST ANDARD / MODE EXPECTATION / SUBSTRAND	A- Literacy.C CRA.L.1 CCSS.EL A- Literacy.C CRA.L.2 CCSS.EL A-	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND	A- Literacy.C CRA.L.1 CCSS.EL A- Literacy.C CRA.L.2 CCSS.EL A- Literacy.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy.C CRA.L.1 CCSS.EL A- Literacy.C CRA.L.2 CCSS.EL A- Literacy. CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION /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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
FOUNDATION / PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD /	CA.CC.RF .3.	Reading Standards: Foundational Skills

STANDARD / DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECT ATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.3.10. SUBSTRAND	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.

CONTENTCA.CC.SL Speaking and Listening StandardsSTANDARD /.3.DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION /	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of

FOUNDATION /SL.3.4.a.Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of
information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and
LEVELLEVELprovides a strong conclusion. CA

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.

PROFICIENCY LEVEL

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
E STANDARD /	L.3.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
E STANDARD / MODE	L.3.3. L.3.3.a.	
E STANDARD / MODE EXPECT AT ION / SUBST RAND FOUNDATION / PROFICIENCY	L.3.3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION /	134h	Determine the meaning of the new word formed when a known affix is added to a known word (e.g.

FOUNDATION /	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,
PROFICIENCY		agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LEVEL		

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).

Hagia Sophia

California Content Standards Language Arts Grade 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills ST ANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Phonics and Word Recognition
EXPECT ATION / SUBSTRAND	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
FOUNDATION / PROFICIENCY	RF.3.3.b.	Decode words with common Latin suffixes.

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CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.3.10 SUBSTRAND	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBST RAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD /	CA.CC.SL .3.	Speaking and Listening Standards

DOMAIN / PART

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION /	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of

FOUNDATION /SL.3.4.a.Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of
information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and
LEVELLEVELprovides a strong conclusion. CA

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.

PROFICIENCY LEVEL

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND		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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION /	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,

1 OUNDATION /	L.J.4.D.	Determine the meaning of the new word formed when a known anix is added to a known word (e.g.,
PROFICIENCY		agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LEVEL		

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).

Hannibal's War

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC		Key Ideas and Details
E STANDARD / MODE		
	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
MODE EXPECTATION /		Determine the main idea of a text; recount the key details and explain how they support the main idea. Reading Standards for Informational Text
MODE EXPECTATION / SUBSTRAND CONTENT ST ANDARD /	CA.CC.RI	
MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	CA.CC.RI	Reading Standards for Informational Text
MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	CA.CC.RI .3. RI.3.4.	Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONTENT ST ANDARD /	CA.CC.RI .3. RI.3.4. CA.CC.RI	Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA
MODE EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	CA.CC.RI .3. RI.3.4. CA.CC.RI	Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA Reading Standards for Informational Text

CONTENT CA.CC.RI Reading Standards for Informational Text ST ANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills ST ANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION /	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECT ATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

FOUNDATION /	W.3.2.b.	Develop the topic with facts, definitions, and details.
PROFICIENCY		
LEVEL		

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

EXPECTATION / W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as SUBSTRAND well as to interact and collaborate with others.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBST RAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.

FOUNDATION /	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of
PROFICIENCY		information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and
LEVEL		provides a strong conclusion. CA

CONTENT CA.CC.SL Speaking and Listening Standards ST ANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / L.3.3.a. Choose words and phrases for effect. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

EXPECT ATION / SUBSTRANDL.3.4.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.	PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use

FOUNDATION / L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL

CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC E ST ANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / L.3.6. SUBSTRAND	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).

John Muir

California Content Standards Language Arts Grade 3 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy. CCRA.L.	
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	A- Literacy. CCRA.L. CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A-	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND	A- Literacy. CCRA.L. CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	Vocabulary Acquisition and Use 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. 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
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND	A- Literacy. CCRA.L. CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	Vocabulary Acquisition and Use 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. 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.

CONTENT CA.CC.RI Reading Standards for Informational Text ST ANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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

FOUNDATION /
PROFICIENCYSL.3.1.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.

LEVEL

clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION / L.3.1.d. Form and use regular and irregular verbs. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.b.	Use commas in addresses.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.3.3.a.	Choose words and phrases for effect.

PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3.

ST ANDARD / DOMAIN / PART

 PERFORMANC
E ST ANDARD /
MODE
 Vocabulary Acquisition and Use

 EXPECT ATION
/ SUBST RAND
 L.3.4.

 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.

 FOUNDATION /
PROFICIENCY
 L.3.4.a.

Use sentence-level context as a clue to the meaning of a word or phrase.

LEVEL

CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Leif Eriksson
		California Content Standards Language Arts
		Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
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CONTENT STANDARD / DOMAIN / PART		Reading Standards for Informational Text
STANDARD /	CA.CC.RI	Reading Standards for Informational Text Key Ideas and Details
STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	CA.CC.RI .3.	-
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	CA.CC.RI .3. RI.3.2.	Key Ideas and Details
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONTENT ST ANDARD /	CA.CC.RI .3. RI.3.2. CA.CC.RI	Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONT ENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	CA.CC.RI .3. RI.3.2. CA.CC.RI .3.	Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea. Reading Standards for Informational Text
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONT ENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	CA.CC.RI .3. RI.3.2. CA.CC.RI .3. RI.3.4.	Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea. Reading Standards for Informational Text Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3

EXPECTATION / SUBSTRAND	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).

EXPECTATION /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).

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.RF Reading Standards: Foundational Skills
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards

STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.
CONTENT	CACCW	Writing Standards

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	. Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECT AT ION / SUBST RAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECTATION /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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

LEVEL

provides a strong conclusion. CA

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
	CA.CC.L.	Language Standards

STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Magnets
California Content Standards Language Arts Grade 3 - Adopted: 2013 CONTENT STANDARD / DOMAIN / PART		

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT	0000 51	Oallana and Oanaan Daadinaas Anaban Standarda fan Daadina
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
STANDARD /	A- Literacy.	Integration of Knowledge and Ideas
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy. CCRA.R.	
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	A- Literacy. CCRA.R. CCSS.EL A- Literacy.C CRA.R.7 CCSS.EL A-	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND	A- Literacy. CCRA.R. CCSS.EL A- Literacy.C CRA.R.7 CCSS.EL A- Literacy.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy. CCRA.R. CCSS.EL A- Literacy.C CRA.R.7 CCSS.EL A- Literacy. CCRA.R.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. College and Career Readiness Anchor Standards for Reading

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECT ATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECT ATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT CA.CC.L. Language Standards STANDARD / 3.

ST ANDARD / DOMAIN / PART	3.	
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
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		California Content Standards
		Language Arts
		Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details

EXPECTATION / RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. SUBSTRAND

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT	CA.CC.RI Reading Standards for Informational Text
CONTENT	CA.CC.RI Reading Standards for informational rest
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
CONTENT STANDARD /	CA.CC.RI .3.	Reading Standards for Informational Text

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STANDARD / .3.
DOMAIN / PART
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PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT STANDARD / DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECT ATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CONTENT		

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

 PERFORMANC E ST ANDARD / MODE
 Range of Writing

 EXPECTATION / SUBSTRAND
 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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL Speaking and Listening Standards .3.

EXPECT ATION / SUBSTRAND	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.	
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.	
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).	
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards	
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration	
EXPECTATION / SUBSTRAND	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.	

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC
E ST ANDARD /
MODE

Conventions of Standard English

EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Mayflower, Part 2
		California Content Standards Language Arts Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A- Literacy.	College and Career Readiness Anchor Standards for Writing
	CCRA.W.	
PERFORMANC E STANDARD / MODE	CCRA.W.	Range of Writing
E STANDARD /		Range of Writing 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.
E ST ANDARD / MODE	CCSS.EL A- Literacy.C CRA.W.1 0 CCSS.EL A-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
E ST ANDARD / MODE EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0 CCSS.EL A- Literacy.	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.
E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	CCSS.EL A- Literacy.C CRA.W.1 0 CCSS.EL A- Literacy. CCRA.L.	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.

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECT ATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.
PROFICIENCY		
LEVEL		

FOUNDATION / L.3.1.f. Ensure subject-verb and pronoun-antecedent agreement. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY	L.3.3.a.	Choose words and phrases for effect.

LEVEL

My Friend, Part 1

California Content Standards Language Arts Grade 3 - Adopted: 2013

CONTENT	CCSS.EL	College and	Career	Readiness	Anchor	Standards	for F	Reading
STANDARD /	A-							
DOMAIN / PART	Literacy.							
	CCRA.R.							

PERFORMANC Craft and Structure E STANDARD / MODE

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND A- reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing	
EXPECTATION / SUBSTRAND	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.	

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL Speaking and Listening Standards .3.	
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECT ATION / SUBSTRAND	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 ow clearly.		
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.		
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).		
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.		
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards		
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas		
EXPECTATION / SUBSTRAND	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.		
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA		
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards		
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas		
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards		
PERFORMANC E STANDARD / MODE		Knowledge of Language		
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.		

CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

DOMAIN / PART		
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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).	
		My Friend, Part 2
		California Content Standards
		Language Art s Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	rite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ngle sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT STANDARD / DOMAIN / PART	A-	ollege and Career Readiness Anchor Standards for Language	
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards	
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes	
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
PROFICIENCY	W.3.2.a. W.3.2.b.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY			
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY	W.3.2.b. W.3.2.d.	Develop the topic with facts, definitions, and details.	
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD /	W.3.2.b. W.3.2.d. CA.CC.W.	Develop the topic with facts, definitions, and details. Provide a concluding statement or section.	
PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	W.3.2.b. W.3.2.d. CA.CC.W. 3.	Develop the topic with facts, definitions, and details. Provide a concluding statement or section. Writing Standards	

EXPECTATION /W.3.6.With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) asSUBSTRANDwell as to interact and collaborate with others.

CA.CC.W. Writing Standards CONTENT STANDARD / 3. **DOMAIN / PART** Range of Writing PERFORMANC E STANDARD / MODE EXPECTATION / W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a SUBSTRAND single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CONTENT CA.CC.L. Language Standards STANDARD / 3. **DOMAIN / PART** PERFORMANC Conventions of Standard English

E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	101-	

FOUNDATION /	L.3.1.a.	Explain the function of houns, prohouns, verbs, adjectives, and adverbs in general and their functions in particular
PROFICIENCY		sentences.
LEVEL		

FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.
PROFICIENCY		
LEVEL		

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language

EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
		My House, Part 1
		California Content Standards
		Language Art s Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

EXPECTATION/ CCSS.EL Write routinely over extended time frames (ime 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. CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening CCRA.SL. PERFORMANC ESTANDARD / MODE COSS.EL College and Career Readiness Anchor Standards for Speaking and Listening CCRA.SL. PERFORMANC ESTANDARD / MODE COSS.EL Comprehension and Collaboration EXPECTATION / SUBSTRAND CCSS.EL A- Literacy, C 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. CRA.SL. CONTENT STANDARD / A- DOMAIN / PART CCSS.EL CCRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening A- cora.SL. FERFORMANC ESTANDARD / MODE CCSS.EL CCRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening A- cora.SL. FERFORMANC ESTANDARD / MODE Presentation of Knowledge and Ideas ExpectTATION / cCSS.EL 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. EXPECTATION / CSS.EL CCSS.EL
STANDARD / DART A: DOMAIN / PART Literacy, CCRA.SL. PERFORMANC E STANDARD / MODE Comprehension and Collaboration EXPECTATION / CCSS.EL 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. CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening CONTENT CCRA.SL. CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening PERFORMANC E STANDARD / DOMAIN / PART A: CCRA.SL. PERFORMANC E STANDARD / DOMAIN / PART Presentation of Knowledge and Ideas EXPECTATION / CCSS.EL 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. EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
E STANDARD / MODE CSS.EL 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. Literacy.C CONTENT STANDARD / DOMAIN / PART CCSS.EL Literacy.C College and Career Readiness Anchor Standards for Speaking and Listening A- DOMAIN / PART PERFORMANC E STANDARD / MODE Presentation of Knowledge and Ideas EXPECTATION / SUBSTRAND CCSS.EL Literacy.C EXPECTATION / CCRA.SL. 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. EXPECTATION / CCRA.SL.4 CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
SUBSTRAND A- on others' ideas and expressing their own clearly and persuasively. Literacy.C CRA.SL.1 on others' ideas and expressing their own clearly and persuasively. CONTENT CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening A- Literacy.C CCRA.SL. PERFORMANC A- Presentation of Knowledge and Ideas EXPECTATION / SUBSTRAND CCSS.EL 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. EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
ST ANDARD / DOMAIN / PART A- Literacy. CCRA.SL. PERFORMANC E ST ANDARD / MODE Presentation of Knowledge and Ideas EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C CRA.SL.4 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
E ST ANDARD / MODE CCSS.EL 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. Literacy.C EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
SUBSTRAND A- organization, development, and style are appropriate to task, purpose, and audience. Literacy.C CRA.SL.4 EXPECTATION / CCSS.EL Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
Literacy.C CRA.SL.6
CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A- DOMAIN / PART Literacy. CCRA.L.
PERFORMANC Conventions of Standard English E ST ANDARD / MODE
EXPECTATION / CCSS.EL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SUBSTRAND A- Literacy.C CRA.L.1
CONTENT CCSS.EL College and Career Readiness Anchor Standards for Language STANDARD / A- DOMAIN / PART Literacy. CCRA.L.
PERFORMANC Knowledge of Language E ST ANDARD / MODE Knowledge of Language

EXPECTATION /	CCSS.EL	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
SUBSTRAND	A-	for meaning or style, and to comprehend more fully when reading or listening.
	Literacy.C	
	CRA.L.3	

CONTENT	CCSS.EL	College and Career	Readiness	Anchor \$	Standards f	or Language
STANDARD /	A-					
DOMAIN / PART	Literacy.					

CCRA.L.

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	A-	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.

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / F	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT	CA.CC.W.	Writing	Standards
STANDARD /	3.		
DOMAIN / PART			

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

SUBSTRAND

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

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CONTENT CA.CC.SL Speaking and Listening Standards
STANDARD / .3.
DOMAIN / PART
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PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA
	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas

EXPECTATION /SL.3.6.Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		My House, Part 2
		California Content Standards
		Language Art s Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.3.1 SUBSTRAND	. 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.

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	3.		
DOMAIN / PART			

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.
PROFICIENCY		
LEVEL		

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECT ATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
		Nile River, Yangtze River
		California Content Standards
		Language Arts
		Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A-	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Literacy.C CRA.R.3

CCSS.EL College and Career Readiness Anchor Standards for Reading

CONTENT CCSS.EL STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD /	CCSS.EL A-	College and Career Readiness Anchor Standards for Speaking and Listening
DOMAIN / PART		
DOMAIN / PART PERFORMANC E ST ANDARD / MODE	Literacy.	Comprehension and Collaboration
PERFORMANC E ST ANDARD /	Literacy. CCRA.SL.	Comprehension and Collaboration 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.

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	resent information, findings, and supporting evidence such that listeners can follow the line of reasoning and the rganization, development, and style are appropriate to task, purpose, and audience.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language	
PERFORMANC E STANDARD / MODE		Conventions of Standard English	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language	
PERFORMANC E STANDARD / MODE		Knowledge of Language	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language	
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text	

EXPECTATION / RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. SUBSTRAND

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure	
EXPECTATION /	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

SUBSTRAND

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).

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CONTENT CA.CC.RI Reading Standards for Informational Text
STANDARD / .3.
DOMAIN / PART
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PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	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.	

CONTENT	CA.CC.RF Reading Standards: Foundational Skill
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND		Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

FOUNDATION / RF.3.3.b. Decode words with common Latin suffixes. PROFICIENCY LEVEL

PERFORMANC E STANDARD / MODE		Fluency			
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.			
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.			
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards			
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing			
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)			
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards			
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration			
EXPECTATION / SUBSTRAND	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.			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.			
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards			

Comprehension and Collaboration

EXPECTATION / 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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE	Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.

FOUNDATION /
PROFICIENCYSL.3.4.a.Plan and deliver an informative/ explanatory presentation on a topic that organizes ideas around major points of
information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and
provides a strong conclusion. CA

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND		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.
	1240	Lice contened level content as a club to the meaning of a word or phrase

 $\label{eq:FOUNDATION/L.3.4.a.} Use \ {\rm sentence-level \ context \ as \ a \ clue \ to \ the \ meaning \ of \ a \ word \ or \ phrase.}$

PROFICIENCY LEVEL

FOUNDATION / PROFICIENCY LEVEL	L.3.4.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Orchestra and Conductor
		California Content Standards
		Language Arts
		Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading	
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing	
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening	
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration	
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening	
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas	

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
E STANDARD /		Vocabulary Acquisition and Use 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.
E ST ANDARD / MODE	CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION /	CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	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. 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
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	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. 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.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD /	CA.CC.RI .3.	Reading Standards for Informational Text

ST ANDARD / DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills ST ANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
FOUNDATION / PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .3.	Reading Standards: Foundational Skills

PERFORMANC E STANDARD / MODE	Fluer	ncy			
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EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECT AT ION / SUBST RAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.

PERFORMANC E STANDARD /		Presentation of Knowledge and Ideas
MODE		
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Roanoke, Part 1
		California Content Standards
		Language Art s
		Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
E STANDARD / MODE	CCSS.EL A- Literacy.C CRA.L.4	Vocabulary Acquisition and Use 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.
E ST ANDARD / MODE	A- Literacy.C CRA.L.4 CCSS.EL A-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
E ST ANDARD / MODE EXPECTATION / SUBSTRAND	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	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. 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
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6 CA.CC.RI	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. 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.
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6 CA.CC.RI .3.	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. 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. Reading Standards for Informational Text
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT STANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6 CA.CC.RI .3.	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. 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. Reading Standards for Informational Text Key Ideas and Details

EXPECTATION /RI.3.4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3SUBSTRANDtopic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)

EXPECTATION /	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
SUBSTRAND		and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including
		grade 3.)

PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECTATION /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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and

CONTENT	CA CC CL Creaking and Listaning Standards
CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

provides a strong conclusion. CA

LEVEL

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.
PROFICIENCY		
LEVEL		

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION /	L.3.3.a.	Choose words and phrases for effect.

PROFICIENCY LEVEL

PERFORMANC		Vocabulary Acquisition and Use
E STANDARD / MODE		
EXPECT ATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Roanoke, Part 2
		California Content Standards
		Language Art s Grade 3 - Adopted: 2013
CONTENT		College and Career Readiness Anchor Standards for Writing
ST ANDARD / DOMAIN / PART	A-	concyc and career readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.3.1 SUBSTRAND	. 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.

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	3.		
DOMAIN / PART			

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.
PROFICIENCY		
LEVEL		

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
		Roman Colosseum
		California Content Standards Language Arts Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION /	CCSS.EL	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
SUBSTRAND	A-	
	Literacy.C	
	CRA.R.3	

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
STANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy. CCRA.L.	
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	A- Literacy. CCRA.L. CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A-	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
ST ANDARD / DOMAIN / PART	A- Literacy. CCRA.L. CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	Vocabulary Acquisition and Use 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. 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
STANDARD / DOMAIN / PART PERFORMANC E STANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND	A- Literacy. CCRA.L. CCSS.EL A- Literacy.C CRA.L.4 CCSS.EL A- Literacy.C CRA.L.6	Vocabulary Acquisition and Use 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. 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.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

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CONTENT CA.CC.RF Reading Standards: Foundational Skills
STANDARD / .3.
DOMAIN / PART
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PERFORMANC E STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

FOUNDATION /	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
PROFICIENCY		
LEVEL		

FOUNDATION / W.3.2.b. Develop the topic with facts, definitions, and details. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.3.10. SUBSTRAND	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECT AT ION / SUBST RAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.

FOUNDATION /	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PROFICIENCY		
LEVEL		

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Roman Hoplite, American Quarter Horse
		California Content Standards
		Language Arts
		Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC		Key Ideas and Details
E STANDARD / MODE		

CONTENT CA.CC.RI Reading Standards for Informational Text ST ANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Fluency
EXPECT AT ION / SUBST RAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION /	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
SUBSTRAND		and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including
		grade 3.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	. Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	. Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
	-	
EXPECT ATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening	Standards
STANDARD /	.3.	
DOMAIN / PART		

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Rooster, Part 1
CONTENT		California Content Standards Language Arts Grade 3 - Adopted: 2013 College and Career Readiness Anchor Standards for Reading

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R.

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3.

DOMAIN / PART		
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis f answers.
EXPECTATION /	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

SUBSTRAND

Determine the main idea of a text; recount the key details and explain how they support the main idea.

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CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. **DOMAIN / PART**

PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT CA.CC.RI Reading Standards for Informational Text STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).

CONTENT	CA.CC.RI Reading Standards for Informational Text
STANDARD /	.3.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.

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CA.CC.RF Reading Standards: Foundational Skills .3.
CONTENT
STANDARD /
DOMAIN / PART
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EXPECTATION RF.3.4. Read with sufficient accuracy and fluency to support comprehension. / SUBSTRAND RF.3.4.	PERFORMANC E STANDARD / MODE		Fluency
		RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION / RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

CONTENT	CA.CC.W. Writing	Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD /	CA.CC.SL .3.	Speaking and Listening Standards

STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.
PROFICIENCY		
LEVEL		

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Knowledge of Language	
EXPECTATION L.3. / SUBSTRAND	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

FOUNDATION / L.3.3.a. Choose words and phrases for effect. PROFICIENCY LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

EXPECT ATION / SUBSTRANDL.3.4.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.	PERFORMANC E STANDARD / MODE	Vocabulary Acquisition and Use

FOUNDATION / L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase. PROFICIENCY LEVEL

CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).

Rooster, Part 2

California Content Standards Language Arts Grade 3 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE	Range of Writing
EXPECTATION / W.3. SUBSTRAND	. 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.

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	3.		
DOMAIN / PART			

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.
PROFICIENCY		
LEVEL		

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
		The Fox and the Crow, Part 1
		California Content Standards Language Arts Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD /	CCSS.EL A-	College and Career Readiness Anchor Standards for Reading

EXPECTATION / CCSS.EL 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.

PERFORMANC E STANDARD /

SUBSTRAND

MODE

A-Literacy.C CRA.R.4

Craft and Structure

DOMAIN / PART Literacy. CCRA.R.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD /	CA.CC.R L.3.	Reading Standards for Literature

STANDARD / L.3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
CONTENT		Des diese Chandende fan Likenstene

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / R SUBSTRAND	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).

CONTENT	CA.CC.R	Reading	Standards	for Literature
STANDARD /	L.3.			
DOMAIN / PART				

PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION /	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the

EXPECTATION / RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the
SUBSTRAND	grades 2–3 text complexity band independently and proficiently.

CONTENT CA.CC.RF Reading Standards: Foundational Skills ST ANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

FOUNDATION /	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
PROFICIENCY		
LEVEL		

FOUNDATION /W.3.3.b.Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show thePROFICIENCYresponse of characters to situations.LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / W SUBSTRAND	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION / PROFICIENCY	L.3.1.d.	Form and use regular and irregular verbs.

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CONTENT	CA.CC.L.	Language	Standards
STANDARD /	3.		
DOMAIN / PART			

PERFORMANC E ST ANDARD / MODE	Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.

FOUNDATION /	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
PROFICIENCY		
LEVEL		

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		The Fox and the Crow, Part 2
		California Content Standards
		Language Arts
		Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details
E ST ANDARD /	RL.3.1.	Key Ideas and Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
E ST ANDARD / MODE	RL.3.1. RL.3.2.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the
EXPECTATION / SUBSTRAND	RL.3.2.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson,
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD /	RL.3.2.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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.
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	RL.3.2.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. Writing Standards
E ST ANDARD / MODE EXPECTATION / SUBSTRAND EXPECTATION / SUBSTRAND CONTENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECT AT ION	RL.3.2. CA.CC.W. 3.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION /	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular
PROFICIENCY		sentences.
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CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
		The Theft of Thor's Hammer, Part 1
		California Content Standards Language Arts Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CRA.R.2

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION / SUBSTRAND	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.
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	FReading Standards: Foundational Skills
PERFORMANC E STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

LEVEL

FOUNDATION / RF.3.3.b. Decode words with common Latin suffixes. PROFICIENCY LEVEL

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECT ATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
FOUNDATION /	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PROFICIENCY LEVEL

PERFORMANC **Text Types and Purposes** E STANDARD / MODE **EXPECTATION** W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, / SUBSTRAND descriptive details, and clear event sequences. FOUNDATION / W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. PROFICIENCY LEVEL FOUNDATION / W.3.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. PROFICIENCY LEVEL

CONTENT	CA.CC.W. Writing	Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE EXPECTATION / 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.

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECT ATION / SUBST RAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT ST ANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
STANDARD /		Speaking and Listening Standards Comprehension and Collaboration
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /		
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION /	.3. SL.3.2.	Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONTENT ST ANDARD /	.3. SL.3.2. CA.CC.SL	Comprehension and Collaboration 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.
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD / MODE EXPECTATION / SUBSTRAND CONT ENT ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	.3. SL.3.2. CA.CC.SL	Comprehension and Collaboration 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. Speaking and Listening Standards

CONTENT CA.CC.SL Speaking and Listening Standards STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECT AT ION / SUBST RAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.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).

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).

The Theft of Thor's Hammer, Part 2

California Content Standards Language Arts

Grade 3 - Adopted: 2013

CONTENT	CCSS.EL	College and	Career	Readiness	Anchor	Standards fo	r Reading
STANDARD /	A-						
DOMAIN / PART	Literacy.						
	CCRA.R.						

PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / CCSS.EL Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for SUBSTRAND reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in A-Literacy.C gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CRA.L.6

CONTENT CA.CC.R Reading Standards for Literature STANDARD / L.3.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION / SUBSTRAND	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.

CA.CC.RF Reading Standards: Foundational Skills CONTENT STANDARD / .3. **DOMAIN / PART**

PERFORMANC E ST ANDARD / MODE	Phonics and Word Recognition
EXPECTATION / SUBSTRAND	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

FOUNDATION / RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. PROFICIENCY LEVEL

FOUNDATION / RF.3.3.b. Decode words with common Latin suffixes. PROFICIENCY LEVEL

CA.CC.W. Writing Standards CONTENT STANDARD / 3. **DOMAIN / PART**

PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY LEVEL	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the

PROFICIENCY LEVEL

response of characters to situations.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.

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).

ENCY agreeable/disagreeable, comfortable/uncomfortable, care/careless, hea

Tornadoes

California Content Standards Language Arts Grade 3 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-**DOMAIN / PART Literacy.** CCRA.R. PERFORMANC Key Ideas and Details E STANDARD / MODE EXPECTATION / CCSS.EL Determine central ideas or themes of a text and analyze their development; summarize the key supporting details SUBSTRAND and ideas. A-Literacy.C CRA.R.2 EXPECTATION / CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text. SUBSTRAND A-Literacy.C CRA.R.3 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R. PERFORMANC Craft and Structure E STANDARD / MODE EXPECTATION / CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative SUBSTRAND meanings, and analyze how specific word choices shape meaning or tone. A-Literacy.C CRA.R.4 EXPECTATION / CCSS.EL Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a SUBSTRAND section, chapter, scene, or stanza) relate to each other and the whole. A-Literacy.C CRA.R.5 CONTENT CCSS.EL College and Career Readiness Anchor Standards for Reading STANDARD / A-DOMAIN / PART Literacy. CCRA.R. PERFORMANC Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well SUBSTRAND as in words. A-Literacy.C CRA.R.7

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure

EXPECTATION /RI.3.4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3SUBSTRANDtopic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA

CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / .3. DOMAIN / PART PERFORMANC Integration of Knowledge and Ideas E STANDARD / MODE EXPECTATION / RI37 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate SUBSTRAND understanding of the text (e.g., where, when, why, and how key events occur). EXPECTATION / RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, SUBSTRAND cause/effect, first/second/third in a sequence). CONTENT **CA.CC.RI Reading Standards for Informational Text** STANDARD / .3. **DOMAIN / PART** PERFORMANC Range of Reading and Level of Text Complexity E STANDARD / MODE EXPECTATION / RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and SUBSTRAND technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. **DOMAIN / PART** PERFORMANC **Phonics and Word Recognition** E STANDARD / MODE **EXPECTATION** RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and / SUBSTRAND in text. CA FOUNDATION / RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. PROFICIENCY LEVEL FOUNDATION / RF.3.3.b. Decode words with common Latin suffixes. PROFICIENCY LEVEL CA.CC.RF Reading Standards: Foundational Skills CONTENT STANDARD / .3. **DOMAIN / PART** PERFORMANC Fluency E STANDARD / MODE **EXPECTATION** RF.3.4. Read with sufficient accuracy and fluency to support comprehension. / SUBSTRAND

FOUNDATION / RF.3.4.a. Read on-level text with purpose and understanding. PROFICIENCY LEVEL FOUNDATION / RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	W22h	Develop the topic with facts definitions, and details

FOUNDATION / W.3.2.b. Develop the topic with facts, definitions, and details. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
FOUNDATION / PROFICIENCY	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3.

DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

EXPECTATION /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.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECT ATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas

MODE

EXPECTATION /SL.3.6.Speak in complete sentences when appropriate to task and situation in order to provide requested detail or
clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular PROFICIENCY sentences. LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC **Conventions of Standard English** E STANDARD / MODE **EXPECTATION** L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / SUBSTRAND spelling when writing. FOUNDATION / L.3.2.a. Capitalize appropriate words in titles. PROFICIENCY LEVEL FOUNDATION / L.3.2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., PROFICIENCY sitting, smiled, cries, happiness). LEVEL FOUNDATION / 1.3.2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending PROFICIENCY rules, meaningful word parts) in writing words. I FVFI

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY	L.3.3.a.	Choose words and phrases for effect.

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC	Vocabulary Acquisition and Use
E STANDARD /	
MODE	

EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	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).
		Treasure Map, Part 1
		California Contant Standarda
		California Content Standards
		Language Art s Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT		
ST ANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
	A- Literacy.	College and Career Readiness Anchor Standards for Speaking and Listening
DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy. CCRA.SL.	
DOMAIN / PART PERFORMANC E ST ANDARD / MODE	A- Literacy. CCRA.SL. CCSS.EL A- Literacy.C CRA.SL.4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
DOMAIN / PART PERFORMANC EST ANDARD / MODE EXPECTATION / SUBSTRAND	A- Literacy. CCRA.SL. CCSS.EL A- Literacy.C CRA.SL.4 CCSS.EL A- Literacy.C CRA.SL.6 CCSS.EL A-	Presentation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Craft and Structure
EXPECTATION /	RI34	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3

EXPECTATION /RI.3.4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3SUBSTRANDtopic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA

PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF .3.	Reading Standards: Foundational Skills
PERFORMANC		Fluency
E STANDARD / MODE		
	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
MODE EXPECT AT ION	RF.3.4. RF.3.4.a.	
MODE EXPECT AT ION / SUBSTRAND		Read on-level text with purpose and understanding.
MODE EXPECT AT ION / SUBST RAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT	RF.3.4.a. RF.3.4.c.	Read on-level text with purpose and understanding.
MODE EXPECT AT ION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a. RF.3.4.c. CA.CC.W.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
MODE EXPECT AT ION / SUBSTRAND FOUNDATION / PROFICIENCY LEVEL FOUNDATION / PROFICIENCY LEVEL CONTENT STANDARD / DOMAIN / PART PERFORMANC E STANDARD /	RF.3.4.a. RF.3.4.c. CA.CC.W. 3.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards

PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards
PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD /	CA.CC.SL .3.	. Speaking and Listening Standards

STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND		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.
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA

CONTENT CA STANDARD / .3. DOMAIN / PART

CA.CC.SL Speaking and Listening Standards .3.

PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECT AT ION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / I SUBSTRAND	L.3.6.	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).

Treasure Map, Part 2

California Content Standards Language Arts Grade 3 - Adopted: 2013

CONTENT CCSS.EL College and Career Readiness Anchor Standards for Writing STANDARD / A-DOMAIN / PART Literacy. CCRA.W.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
ST ANDARD /	A- Literacy.	College and Career Readiness Anchor Standards for Language Conventions of Standard English
ST ANDARD / DOMAIN / PART PERFORMANC E ST ANDARD /	A- Literacy. CCRA.L.	

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

FOUNDATION / L.3.1.d. Form and use regular and irregular verbs. PROFICIENCY LEVEL

CONTENT	CA.CC.L.	Language	Standards
STANDARD /	3.		
DOMAIN / PART			

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
FOUNDATION / PROFICIENCY LEVEL	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
		William Penn, Part 1
		California Content Standards Language Arts Grade 3 - Adopted: 2013
CONTENT		College and Career Readiness Anchor Standards for Reading
DOMAIN / PART	A- Literacy. CCRA.R.	
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Reading
PERFORMANC E ST ANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Language

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.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.
EXPECTATION / SUBSTRAND	A-	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	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. (See grade 3 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E ST ANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	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).
EXPECTATION / SUBSTRAND	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .3.	Reading Standards for Informational Text
PERFORMANC E STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION /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.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.

FOUNDATION / RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. PROFICIENCY LEVEL

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.SL Speaking and Listening Standards
STANDARD /	.3.
DOMAIN / PART	

PERFORMANC E ST ANDARD / MODE		Comprehension and Collaboration			
EXPECT ATION / SUBSTRAND	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.			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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.			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.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).			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.			
FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.			
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards			
PERFORMANC E STANDARD / MODE		Comprehension and Collaboration			
EXPECTATION / SUBSTRAND	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.			
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	. Speaking and Listening Standards			
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas			
EXPECTATION / SUBSTRAND	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.			
FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA			
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL .3.	Speaking and Listening Standards			
PERFORMANC E ST ANDARD / MODE		Presentation of Knowledge and Ideas			
EXPECTATION / SUBSTRAND	SL.3.6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)			
CONTENT		Language Standards			

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 3.	Language Standards
PERFORMANC E ST ANDARD / MODE		Vocabulary Acquisition and Use

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).

		William Penn, Part 2
		California Content Standards Language Arts Grade 3 - Adopted: 2013
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD / DOMAIN / PART	A-	College and Career Readiness Anchor Standards for Writing
PERFORMANC E ST ANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	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.

CONTENT	CCSS.EL	College and	Career	Readiness	Anchor	Standards	for Language
STANDARD /	A-						
DOMAIN / PART	Literacy.						
	CCRA.L.						

PERFORMANC E ST ANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT CA.CC.RF Reading Standards: Foundational Skills STANDARD / .3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Phonics and Word Recognition
EXPECT ATION / SUBSTRAND	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.

FOUNDATION /	RF.3.3.b.	Decode words with common Latin suffixes.
PROFICIENCY		
LEVEL		

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E ST ANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	Writing Standards
PERFORMANC E ST ANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	W.3.4.	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.)
EXPECTATION / SUBSTRAND	W.3.5.	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 Language standards 1–3 up to and including grade 3.)
EXPECTATION / SUBSTRAND	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.

CONTENT CA.CC.W. Writing Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	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.

CONTENT	CA.CC.L.	Language Standards
STANDARD /	3.	
DOMAIN / PART		

PERFORMANC E STANDARD / MODE		Conventions of Standard English
EXPECT ATION / SUBSTRAND	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
FOUNDATION /	L.3.1.d.	Form and use regular and irregular verbs.

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CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

 PERFORMANC
E ST ANDARD /
MODE
 Conventions of Standard English

 EXPECT ATION
/ SUBSTRAND
 L.3.2.

 Demonstrate command of the conventions of standard English capitalization, punctuation, and
spelling when writing.

FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.

 FOUNDATION /
 L.3.2.e.
 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

 LEVEL

FOUNDATION /	L.3.2.f.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
PROFICIENCY		rules, meaningful word parts) in writing words.
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CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
FOUNDATION /	L.3.3.a.	Choose words and phrases for effect.

PROFICIENCY

LEVEL

CONTENT CA.CC.L. Language Standards STANDARD / 3. DOMAIN / PART

PERFORMANC E STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	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.
FOUNDATION / PROFICIENCY	L.3.4.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).

LEVEL