

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-**  
**Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-**  
**Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-**  
**Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-**  
**Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-Literacy.CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy.CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy.CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-Literacy.CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language A- Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language A- Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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 STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 STANDARD / DOMAIN / PART**      **CA.CC.RF Reading Standards: Foundational Skills .3.**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.
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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).
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.6.</b>	<b>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).</b>



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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening A- Literacy. CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.CCRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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 STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 Reading Standards: Foundational Skills .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b>

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 Reading Standards: Foundational Skills .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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 Speaking and Listening Standards .3.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	<b>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.</b>
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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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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).
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.6.</b>	<b>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).</b>



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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-**  
**Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
A-  
Literacy.C  
CRA.W.2

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
A-  
Literacy.C  
CRA.W.4

EXPECTATION / SUBSTRAND      CCSS.EL      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
A-  
Literacy.C  
CRA.W.5

EXPECTATION / SUBSTRAND      CCSS.EL      Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
A-  
Literacy.C  
CRA.W.6

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CRA.W.1  
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-**  
**Literacy.**  
**CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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).
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b>

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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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 Speaking and Listening Standards 3.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	<b>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.</b>
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 Speaking and Listening Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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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).
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.6.</b>	<b>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).</b>

Hannibal's War



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

PERFORMANCE STANDARD / MODE	Key Ideas and Details
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-**  
**Literacy.**  
**CCRA.R.**

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

PERFORMANCE STANDARD / MODE	Integration of Knowledge and Ideas
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-**  
**Literacy.**  
**CCRA.R.**

PERFORMANCE STANDARD / MODE	Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-**  
**Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
A-  
Literacy.C  
CRA.W.2

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
A-  
Literacy.C  
CRA.W.4

EXPECTATION / SUBSTRAND      CCSS.EL      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
A-  
Literacy.C  
CRA.W.5

EXPECTATION / SUBSTRAND      CCSS.EL      Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
A-  
Literacy.C  
CRA.W.6

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Draw evidence from literary or informational texts to support analysis, reflection, and research.  
A-  
Literacy.C  
CRA.W.9

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy. CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy. CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI .3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI .3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI .3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.
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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).
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.SL Speaking and Listening Standards 3.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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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.)
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.L. Language Standards 3.

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

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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EXPECTATION / SUBSTRAND	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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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).
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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.
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.L. Language Standards 3.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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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John Muir

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.</b>	
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening A- Literacy. CCRA.SL.</b>	
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening A- Literacy. CCRA.SL.</b>	
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-**  
**Literacy.**  
**CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-**  
**Literacy.**  
**CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-**  
**Literacy.**  
**CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text**  
**.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards  
3.**

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

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  
STANDARD /  
DOMAIN / PART**

**CA.CC.L. Language Standards  
3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION /  
PROFICIENCY  
LEVEL

L.3.3.a. Choose words and phrases for effect.

**CONTENT  
STANDARD /  
DOMAIN / PART**

**CA.CC.L. Language Standards  
3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.SL.	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.SL.	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
PERFORMANCE 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	CCSS.EL A-Literacy.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
PERFORMANCE 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.
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**      **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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 STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 STANDARD / DOMAIN / PART**      **CA.CC.RF Reading Standards: Foundational Skills .3.**

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

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

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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 Speaking and Listening Standards .3.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	<b>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.</b>
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 Speaking and Listening Standards .3.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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 Speaking and Listening Standards .3.

**PERFORMANCE 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 Speaking and Listening Standards .3.

**PERFORMANCE 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. Language Standards 3.

**PERFORMANCE 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.

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

**PERFORMANCE 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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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** CCSS.EL A-Literacy.C CRA.R. College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Craft and Structure
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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** CCSS.EL A-Literacy.C CRA.R. College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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** CCSS.EL A-Literacy.C CRA.R. College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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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** CCSS.EL A-Literacy.C CRA.W. College and Career Readiness Anchor Standards for Writing



PERFORMANCE STANDARD / MODE		Text Types and Purposes
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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).
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.4.</b>	<b>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.)</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.5.</b>	<b>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.)</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.6.</b>	<b>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.</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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 Speaking and Listening Standards**  
.3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards**  
.3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards**  
**3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards**  
**3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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.
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FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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FOUNDATION / PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards**  
**3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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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).
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 1

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-**  
**Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
A-  
Literacy.C  
CRA.W.4

EXPECTATION / SUBSTRAND      CCSS.EL      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
A-  
Literacy.C  
CRA.W.5

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  
A-  
Literacy.C  
CRA.W.8

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CRA.W.1  
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-**  
**Literacy.**  
**CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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EXPECTATION / SUBSTRAND      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.  
A-  
Literacy.C  
CRA.SL.1

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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.RI Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.RI Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.RI Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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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EXPECTATION / SUBSTRAND	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.RI Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 STANDARD / DOMAIN / PART**      **CA.CC.RF Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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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 STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.
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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).
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.)
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards 3.

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>
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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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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** CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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.
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FOUNDATION / PROFICIENCY LEVEL	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

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

FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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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).
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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My Friend, Part 1

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy.C CRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-Literacy.C CRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-Literacy.C CRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-Literacy.C CRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.RI Reading Standards for Informational Text .3.

PERFORMANCE STANDARD / MODE		Craft and Structure
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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
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.W. Writing Standards 3.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.W. Writing Standards 3.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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.)
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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.)
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.W. Writing Standards 3.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.SL Speaking and Listening Standards .3.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 Friend, Part 2

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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.
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FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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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).
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

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

My House, Part 1

California Content Standards

Language Arts

Grade 3 - Adopted: 2013

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

<b>PERFORMANCE STANDARD / MODE</b>	<b>Craft and Structure</b>
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EXPECTATION / SUBSTRAND 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.  
A-Literacy.C  
CRA.R.4

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

<b>PERFORMANCE STANDARD / MODE</b>	<b>Text Types and Purposes</b>
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EXPECTATION / SUBSTRAND CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
A-Literacy.C  
CRA.W.2

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

<b>PERFORMANCE STANDARD / MODE</b>	<b>Production and Distribution of Writing</b>
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EXPECTATION / SUBSTRAND CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
A-Literacy.C  
CRA.W.4

EXPECTATION / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
A-Literacy.C  
CRA.W.5

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

PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.SL.	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.SL.	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
PERFORMANCE 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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy.CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy.CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.W. Writing Standards 3.**

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

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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.L. Language Standards 3.**

PERFORMANCE 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.

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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Nile River, Yangtze River

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / 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	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE 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	CCSS.EL A- Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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** CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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** CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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** CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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 Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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 Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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 Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 Reading Standards: Foundational Skills .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b>

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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.

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

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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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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Orchestra and Conductor

**California Content Standards**  
**Language Arts**  
Grade 3 - Adopted: 2013

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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	CCSS.EL A-Literacy.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
PERFORMANCE STANDARD / MODE		<b>Conventions of Standard English</b>
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	CCSS.EL A-Literacy.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
PERFORMANCE STANDARD / MODE		<b>Knowledge of Language</b>
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	CCSS.EL A-Literacy.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
PERFORMANCE STANDARD / MODE		<b>Vocabulary Acquisition and Use</b>
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.	<b>Reading Standards for Informational Text</b>
PERFORMANCE STANDARD / MODE		<b>Key Ideas and Details</b>
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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Phonics and Word Recognition</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b>

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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.

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

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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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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Roanoke, Part 1		
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**California Content Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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**      **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
A-  
Literacy.C  
CCRA.L.1

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CCRA.L.3

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CCRA.L.4

EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CCRA.L.6

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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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EXPECTATION / SUBSTRAND	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 STANDARD / DOMAIN / PART**      **CA.CC.RF Reading Standards: Foundational Skills .3.**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>

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.
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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).
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.

PERFORMANCE 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 Speaking and Listening Standards .3.

PERFORMANCE 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. Language Standards 3.

PERFORMANCE 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.

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

PERFORMANCE 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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy.C CRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy.C CRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

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

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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.L. Language Standards 3.**

PERFORMANCE 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.

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

PERFORMANCE 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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
A-  
Literacy.C  
CRA.R.7

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Read and comprehend complex literary and informational texts independently and proficiently.  
A-  
Literacy.C  
CRA.R.10

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
A-  
Literacy.C  
CRA.W.2

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
A-  
Literacy.C  
CRA.W.4

EXPECTATION / SUBSTRAND      CCSS.EL      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
A-  
Literacy.C  
CRA.W.5

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.W.**      **College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-**  
**Literacy.**  
**CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
A-  
Literacy.C  
CRA.L.1

EXPECTATION / SUBSTRAND      CCSS.EL      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
A-  
Literacy.C  
CRA.L.2

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CRA.L.3

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CRA.L.4

EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-  
Literacy.C  
CRA.L.6

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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 STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.
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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).
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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.
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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 Speaking and Listening Standards  
3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards  
3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards  
3.

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

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

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>
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FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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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Roman Hoplite, American Quarter Horse

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.RI.3. Reading Standards for Informational Text**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>

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.
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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).
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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

California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013

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

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
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PERFORMANCE STANDARD / MODE		Craft and Structure
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
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PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
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PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-**  
**Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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**EXPECTATION / SUBSTRAND**      **CCSS.EL**      Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
**A-**  
**Literacy.C**  
**CRA.W.2**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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**EXPECTATION / SUBSTRAND**      **CCSS.EL**      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
**A-**  
**Literacy.C**  
**CRA.W.4**

**EXPECTATION / SUBSTRAND**      **CCSS.EL**      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
**A-**  
**Literacy.C**  
**CRA.W.5**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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**EXPECTATION / SUBSTRAND**      **CCSS.EL**      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.  
**A-**  
**Literacy.C**  
**CRA.W.1**  
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-**  
**Literacy.**  
**CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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**EXPECTATION / SUBSTRAND**      **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.  
**A-**  
**Literacy.C**  
**CRA.SL.1**

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-**  
**Literacy.**  
**CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.  
**A-**  
**Literacy.C**  
**CRA.SL.4**

EXPECTATION / SUBSTRAND      CCSS.EL      Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  
**A-**  
**Literacy.C**  
**CRA.SL.6**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**A-**  
**Literacy.C**  
**CRA.L.1**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
**A-**  
**Literacy.C**  
**CRA.L.3**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
**A-**  
**Literacy.C**  
**CRA.L.4**

EXPECTATION / SUBSTRAND      CCSS.EL      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.  
**A-**  
**Literacy.C**  
**CRA.L.6**

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

PERFORMANCE 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 Reading Standards for Informational Text .3.**

PERFORMANCE 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 Reading Standards for Informational Text .3.**

PERFORMANCE 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 Reading Standards for Informational Text .3.**

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

PERFORMANCE 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. Writing Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards**  
3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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 Speaking and Listening Standards**  
3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards**  
3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards**  
3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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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Rooster, Part 2

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

FOUNDATION / PROFICIENCY LEVEL	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.b.	Develop the topic with facts, definitions, and details.
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FOUNDATION / PROFICIENCY LEVEL	W.3.2.d.	Provide a concluding statement or section.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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.L. Language Standards 3.**

PERFORMANCE 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.

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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The Fox and the Crow, Part 1

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.W. College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Knowledge of Language
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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.
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.L.	College and Career Readiness Anchor Standards for Language
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PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
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PERFORMANCE STANDARD / MODE		Key Ideas and Details
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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.
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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.
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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.
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CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.3.	Reading Standards for Literature
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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EXPECTATION / SUBSTRAND	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.R Reading Standards for Literature L.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.R Reading Standards for Literature L.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RF Reading Standards: Foundational Skills .3.**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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FOUNDATION / PROFICIENCY LEVEL	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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FOUNDATION / PROFICIENCY LEVEL	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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>
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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.
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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).
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>
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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. Language Standards 3.

**PERFORMANCE 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).

The Fox and the Crow, Part 2

California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013

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

**PERFORMANCE 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** CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.

**PERFORMANCE 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** CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-  
Literacy.  
CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-  
Literacy.  
CCRA.L.**

PERFORMANCE 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.
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	CCSS.EL A-Literacy.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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.R L.3.	<b>Reading Standards for Literature</b>
PERFORMANCE 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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. 3.	<b>Writing Standards</b>
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
FOUNDATION / PROFICIENCY LEVEL	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
FOUNDATION / PROFICIENCY LEVEL	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.

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

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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 Speaking and Listening Standards 3.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.4.	<b>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.</b>
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 Speaking and Listening Standards 3.**

PERFORMANCE 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. Language Standards 3.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

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

FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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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).
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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The Theft of Thor's Hammer, Part 1

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-  
Literacy.  
CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-  
Literacy.  
CCRA.W.**



<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.R L.3.** **Reading Standards for Literature**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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 Reading Standards for Literature L.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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 Reading Standards for Literature L.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.R Reading Standards for Literature L.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RF Reading Standards: Foundational Skills .3.**

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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. Writing Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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

FOUNDATION / PROFICIENCY LEVEL 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.

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	<b>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.</b>

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.
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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).
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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.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards .3.**

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

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.4.	<b>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.</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

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

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 STANDARD / DOMAIN / PART**    **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      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.  
A-Literacy.C  
CRA.W.1  
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy.**  
**CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.  
A-Literacy.C  
CRA.SL.4

EXPECTATION / SUBSTRAND      CCSS.EL      Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  
A-Literacy.C  
CRA.SL.6

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
A-Literacy.C  
CRA.L.1

EXPECTATION / SUBSTRAND      CCSS.EL      Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
A-Literacy.C  
CRA.L.2

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.R Reading Standards for Literature L.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RF Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Phonics and Word Recognition</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b>
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FOUNDATION / PROFICIENCY LEVEL	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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FOUNDATION / PROFICIENCY LEVEL	RF.3.3.b.	Decode words with common Latin suffixes.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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FOUNDATION / PROFICIENCY LEVEL	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
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FOUNDATION / PROFICIENCY LEVEL	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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards 3.**

PERFORMANCE 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. Writing Standards 3.**

PERFORMANCE 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 Speaking and Listening Standards .3.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.3.4.	<b>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.</b>
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 Speaking and Listening Standards .3.**

PERFORMANCE 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. Language Standards 3.**

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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. Language Standards 3.**

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

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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

FOUNDATION / PROFICIENCY LEVEL	L.3.3.a.	Choose words and phrases for effect.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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).
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Tornadoes

**California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Reading**  
**A-Literacy.**  
**CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Read and comprehend complex literary and informational texts independently and proficiently.  
A-  
Literacy.C  
CRA.R.10

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  
A-  
Literacy.C  
CRA.W.2

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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EXPECTATION / SUBSTRAND      CCSS.EL      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
A-  
Literacy.C  
CRA.W.4

EXPECTATION / SUBSTRAND      CCSS.EL      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
A-  
Literacy.C  
CRA.W.5

EXPECTATION / SUBSTRAND      CCSS.EL      Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
A-  
Literacy.C  
CRA.W.6

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.W. College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L.**      **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .3.**      **Reading Standards for Informational Text**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI .3.**      **Reading Standards for Informational Text**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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**CONTENT STANDARD / DOMAIN / PART** CA.CC.RI Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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 STANDARD / DOMAIN / PART** CA.CC.RI Reading Standards for Informational Text .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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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 STANDARD / DOMAIN / PART** CA.CC.RF Reading Standards: Foundational Skills .3.

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
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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. Writing Standards 3.

PERFORMANCE 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.

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

PERFORMANCE 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.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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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. Writing Standards 3.

PERFORMANCE STANDARD / MODE		Range of Writing
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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.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.

**PERFORMANCE 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 STANDARD / DOMAIN / PART** CA.CC.L. Language Standards 3.

**PERFORMANCE 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. Language Standards 3.

**PERFORMANCE 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. Language Standards 3.

**PERFORMANCE STANDARD / MODE**

**Vocabulary Acquisition and Use**

<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 Content Standards  
Language Arts  
Grade 3 - Adopted: 2013**

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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** **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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**EXPECTATION / SUBSTRAND**      **CCSS.EL A-Literacy.C**  
**CRA.W.10**  
 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy.**  
**CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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**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**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**  
**A-Literacy.**  
**CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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**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**      **CCSS.EL College and Career Readiness Anchor Standards for Language**  
**A-Literacy.**  
**CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.RI .3.** **Reading Standards for Informational Text**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
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EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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**CONTENT STANDARD / DOMAIN / PART** **CA.CC.RI .3.** **Reading Standards for Informational Text**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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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
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.RI Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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 Reading Standards for Informational Text .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
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 Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
EXPECTATION / SUBSTRAND	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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. Writing Standards 3.**



<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>

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 Speaking and Listening Standards**  
**.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards**  
**3.**

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>
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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. Language Standards**  
**3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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 2

**California Content Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2013

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.W. College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.W. College and Career Readiness Anchor Standards for Writing**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W.3. Writing Standards**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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. Language Standards 3.

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

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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
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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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A- Literacy. CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing A- Literacy. CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening A- Literacy. CCRA.SL.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL A-Literacy.C CRA.L. College and Career Readiness Anchor Standards for Language**



<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Key Ideas and Details</b>
EXPECTATION / SUBSTRAND	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
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
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Integration of Knowledge and Ideas</b>
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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Reading and Level of Text Complexity</b>

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Fluency</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

FOUNDATION / PROFICIENCY LEVEL	RF.3.4.a.	Read on-level text with purpose and understanding.
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FOUNDATION / PROFICIENCY LEVEL	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards**  
**3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards**  
**3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Research to Build and Present Knowledge</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.W. Writing Standards**  
**3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.SL Speaking and Listening Standards**  
**.3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.1.</b>	<b>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.</b>

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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Comprehension and Collaboration</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>SL.3.4.</b>	<b>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.</b>
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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 Speaking and Listening Standards .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Presentation of Knowledge and Ideas</b>
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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. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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. Language Standards 3.

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

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
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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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William Penn, Part 2

California Content Standards  
Language Arts  
Grade 3 - Adopted: 2013

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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.
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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.
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Writing**  
**A-Literacy.**  
**CCRA.W.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1	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.
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**CONTENT STANDARD / DOMAIN / PART**      **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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**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.RF Reading Standards: Foundational Skills .3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Phonics and Word Recognition</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA</b>
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**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.W. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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**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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Production and Distribution of Writing</b>
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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. Writing Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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.
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FOUNDATION / PROFICIENCY LEVEL	L.3.1.d.	Form and use regular and irregular verbs.
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**CONTENT STANDARD / DOMAIN / PART**      **CA.CC.L. Language Standards 3.**

<b>PERFORMANCE STANDARD / MODE</b>		<b>Conventions of Standard English</b>
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<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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FOUNDATION / PROFICIENCY LEVEL	L.3.2.a.	Capitalize appropriate words in titles.
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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).
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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. Language Standards 3.

<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.4.</b>	<b>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.</b>

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).