



# A Look at...

## Third Grade in California Public Schools

Including information about the new  
**Common Core State Standards**



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# Third Grade Curriculum Contents



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# Third Grade Curriculum



*What will my child learn in third grade?*

*I've been teaching fifth grade, and this year I've been reassigned to third grade. What does the third grade curriculum look like?*

*I'm the principal of a small private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?*

*The state just adopted Common Core State Standards for English language arts and mathematics. How will the new standards enhance curriculum in third grade?*

This chapter is organized by sections for each subject describing what students should know and be able to do by the end of third grade. Each section includes a brief overview of what the student should have learned before entering third grade, followed by a narrative description of the third grade standards. Each subject concludes with a list of the third grade standards for that content area, including the new Common Core State Standards (CCSS) with California additions for English language arts and mathematics.

If you are interested in a more in-depth discussion of each subject, please review the state-adopted curriculum frameworks for kindergarten through grade twelve. These documents are on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.



## Overview

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A crucial goal for English language arts instruction is that all students leave third grade able to read fluently, effortlessly, independently, and enthusiastically. Reading and the development of student literacy are key components for academic success. The ability to read, write, and use language effectively is the essential foundation for each student's future. Students need to be competent in reading and English language arts to be able to access information in all content areas and communicate to others what they have learned. High quality instruction is at the heart of all good language arts programs and nurtures both comprehension and fluency in word recognition.

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The implementation of standards-based instruction is a critical element in developing students' literacy and proficiency in English language arts. The standards describe what students are expected to know and be able to do by the end of the school year. California recently adopted new standards in English language arts, the Common Core State Standards (CCSS), with California additions. The four strands of the CCSS reflect an integrated approach to English language arts: reading, writing, speaking and listening, and language. California will implement these new standards gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are also some notable differences. For instance, in the CCSS, the standards in kindergarten through grade five are divided into strands: Reading, Writing, Speaking and Listening, and Language. In the 1997 California English language arts standards, the standards are organized around domains: Reading, Writing, Listening and Speaking, and Language Conventions. The CCSS often extend or enhance the content of the 1997 California English language arts standards. The CCSS focus more on informational text and analytical skills for reading comprehension than the 1997 California English language arts standards and introduce opinion pieces and informational/explanatory writing and collaborative conversations about grade-level texts and topics.

This section provides an overview of the new CCSS for grade three English language arts. It includes a review of the important English language arts skills and concepts from grade two (prerequisite skills) and guidance to ensure success for English learners. A complete listing of the grade three CCSS for English language arts can be found at the end of this section. A complete listing of the grade three 1997 California English language arts standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

## What Third Grade Students Should Know

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In grade two, fluency, comprehension, and analysis were the focus of reading instruction. Students who mastered the basic features of reading achieved grade-level fluency in oral and silent reading. Students asked and answered clarifying questions about text (e.g., *who*, *what*, *why*) and used the features of text (e.g., headings, bold type) to locate information in text. They learned to consider the author's purpose when analyzing informational text. Students used these strategies to better comprehend their readings in all content areas. They also learned more sophisticated strategies for analyzing literature. For example, they compared and contrasted versions of the same story from different cultures.

In grade two, students wrote compositions using standard English conventions. They learned to use reference materials to locate information for their written compositions and oral reports. Students developed initial skills in editing and revising text and applied those skills to their writings. They learned to give and follow multiple-step directions, provide descriptive details when telling stories or recounting events, and structure their oral presentations in a logical sequence. Students learned new vocabulary and academic language as they read and spoke about grade-level texts and topics. They learned to use dictionaries and glossaries to clarify the meaning of words and to check and correct their spelling. They used their knowledge of individual words to predict the meaning of compound words and their knowledge of prefixes to determine the meaning of a new word formed when a prefix was added to a known word.

## What Students Learn in Third Grade

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Grade three is often considered a pivotal year as instruction in phonics is phased out as a focal point of the formal curriculum. In grade three, increased emphasis is placed on vocabulary acquisition, comprehension strategies, text analysis, language conventions, and writing.

In grade three, students learn to use context as an independent vocabulary strategy. They learn to refer to information in the text when asking and answering questions about texts they have read. They apply analysis strategies to determine the theme or central message of text. They learn about subject and verb agreement and verb tenses and use that knowledge to write and speak in correct, complete sentences. As students learn more English language conventions and acquire new vocabulary, they practice them in their writing assignments.

### Reading

The following section is organized according to the three major components of the reading standards: reading standards for literature, reading standards for informational text, and standards for foundational skills.

#### Reading Standards for Literature

In grade three, students read and comprehend a wide variety of grade-level literature, including fables, folktales, and myths from around the world, as well as poetry and drama. They deepen their understanding of the elements of narrative text. Theme is added to the story elements students already know, which enhances their comprehension and appreciation of stories. As students add to their understanding of character as an element of a story, they may need prompts or structures to assist in the analysis of character. This framework or map may be a simple structure that makes visible and obvious the traits of characters to which students should attend.

In both the 1997 California English language arts standards and the CCSS, comprehension skills focus on the plot, characters, and the author's message or the theme of the text. Students learn to identify and comprehend basic plots of fairy tales, myths, folktales, legends, and fables from diverse cultures. They determine what characters are like based on how the author or illustrator portrays them. With instruction and practice, students learn to determine the underlying theme or the author's message in fiction. Students generate and respond to essential questions about a text and explicitly refer to information in the text to answer questions. Identifying answers in the text is one way students demonstrate their comprehension of the text.

The CCSS introduce additional skills and strategies for analyzing and comprehending literature. For example, a 1997 California English language arts standard calls for students to determine the underlying theme



or author’s message. A comparable standard from the CCSS builds on this basic analysis skill by asking students to explain how the message is conveyed through the key details of the text. Under the CCSS, students not only determine what characters are like based on what the author says about them, but also learn to describe the characters based on their traits, motivations, and feelings. In addition, students learn how the characters’ actions contribute to the sequence of events and to distinguish their own point of view from those of the characters.

Under the CCSS, students learn to distinguish between literal and non-literal language and to determine the meaning of words and phrases as they are used in context. Students use academic language (e.g., chapter, scene, stanza) when writing or speaking about stories, dramas, and poems. They learn about the relationship between the illustrations and the words in a story and how they work together to create a mood or emphasize aspects of a character or setting. They compare and contrast stories written by one author about the same or similar characters (e.g., in books from a series).

### **Reading Standards for Informational Text**

As students are expected to read more informational text in English language arts and other grade three subjects, comprehension becomes increasingly important. A student’s success in developing complex reading comprehension skills depends upon a progressive approach. Such an approach will at first utilize text in which the main idea is clear and explicitly stated and in which the ideas follow a logical order and then progresses to longer passages with more complex structures in which main ideas are not explicit. A similar progression from texts with familiar topics to texts with unfamiliar topics supports students’ learning of comprehension strategies.

**As students are expected to read more informational text in English language arts and other grade three subjects, comprehension becomes increasingly important.**

Both the 1997 California English language arts standards and the CCSS reflect the importance of comprehension and analysis skills and strategies for students’ academic success. Students learn to identify the main idea and supporting details of informational texts and to recall the major points in a text. They demonstrate their understanding of a text by asking questions about what they have read. Another way students demonstrate their understanding is to use information found in the text as a basis for answers to questions about it. Students learn to locate information efficiently using the features of text (e.g., titles, chapter headings, indexes).

The CCSS focus more on informational text than the 1997 California English language arts standards and present additional skills and strategies for analyzing and comprehending informational text. These additional skills and strategies provide students with tools for a deeper analysis of informational texts, including history social–science, science, and technical texts. Students learn to recognize the relationship between a series of historical events, scientific ideas, or steps in a technical procedure and describe the relationship in language that pertains to time, sequence, and cause/effect. Students learn and use vocabulary development strategies to determine the meaning of general academic and domain-specific words and phrases in texts on grade three topics. They use information from illustrations, such as maps and photographs, along with words from the text to demonstrate their understanding of the text (e.g., where, when, why key events occur). Students also learn to identify and then describe the logical connection between particular sentences and paragraphs in a text (e.g., first, second, third in a sequence). They compare and contrast the most important points and key details presented in two texts on the same subject. They also learn to use digital search tools (e.g., key words, hyperlinks) to efficiently locate relevant information on a given topic.

### **Foundational Skills**

In grade three, the CCSS and the 1997 California English language art standards focus less on phonics than in previous grades. Students who have learned strategies for analyzing words through explicit decoding instruction in earlier grades are ready to learn and apply more sophisticated word recognition skills. For example, they learn how to decode multisyllabic words. Under the 1997 California English language arts standards, students also learn to use complex word families (e.g., -ight) to decode unfamiliar words.

The CCSS call for students to read grade-appropriate irregularly spelled words and to decode words in both isolation and text. Students also learn to decode words with common Latin suffixes. They learn to recognize, and know the meaning of, most common prefixes and derivational suffixes.

Grade three students understand the basic features of language and apply their knowledge to reading literature and informational text. With practice, opportunities to read high quality texts, and teacher modeling and feedback, students become fluent silent and oral readers of grade level text. They learn to read grade-level narrative and informational text aloud with accuracy, appropriate pacing, and expression. The CCSS extend these reading fluency expectations by also calling for students to read with purpose and understanding and to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing



For students to become effective and persuasive writers, they need daily explicit instruction in writing and time to practice and apply what they have learned. When writing skills, strategies, and structures are introduced progressively, students' writing improves throughout the school year. Students are able to extend their writing to other subjects if instruction in writing is purposefully connected within and across content standards in other academic areas and then incorporated into subject-specific writing tasks.

While both the 1997 California English language arts standards and the CCSS call for students to write legibly in cursive with correct spacing, demonstrate a command of grade-level English language conventions, edit and revise their writing, and provide descriptive details in their writing pieces, there are also many differences between the two sets of standards. The CCSS are more detailed and set higher expectations for grade three students. The 1997 California English language arts standards focus on writing short narratives and personal and formal letters and invitations. Under the CCSS, students write opinion pieces and informational/explanatory texts in addition to narratives. They write routinely over both short (a single sitting, a day or two) and long (several days with time for research and revision) time frames for a range of discipline-specific tasks, purposes, and audiences.

The expectations for students' writing are clearly delineated in the CCSS. For example, students learn to write opinion pieces in which they introduce the topic, state an opinion, create an organizational structure that provides reasons supporting the opinion, and end with a concluding statement. Students also learn to use linking words and phrases (e.g., because, therefore) to connect the opinion to its supporting reasons. Students learn and practice similar skills and concepts when writing informational/explanatory texts that examine a topic and convey ideas and information clearly and narratives that develop experiences or events using descriptive details and a clear sequence of events.

Students learn to use technology to produce and publish writing as well as to interact and collaborate with others. Students also learn to use technology to gather information on which they take notes and then sort into categories. They also use these information-gathering skills and strategies with print sources and practice them as they conduct short research projects.

## Speaking and Listening

The connections across the language arts domains (reading, writing, speaking, and listening) have particular significance for developing students' speaking and listening skills. Students use the comprehension skills and strategies they learn by reading literature and informational texts to comprehend what a speaker has said. Their oral presentations reflect the organizational structures (a central idea, descriptive details, a conclusion) of both

what they have read and their own writing. They learn to use the same English language conventions for speaking in complete, grammatically correct sentences that they use in their writing.

Both the 1997 California English language arts standards and the CCSS focus on students' listening and comprehension skills, their responses to questions and other's comments, and the organization of their oral presentations. Students not only learn to comprehend and explain what a speaker has said, but also learn how to link their experiences and insights to those of a speaker. They learn to respond with appropriate elaboration and detail when asked about what they have heard. Students learn to plan and deliver presentations that are organized chronologically or around major points of information, follow a logical sequence, include concrete details to support the main idea, and provide a conclusion. They learn to use clear and specific vocabulary to communicate ideas and set a tone. Students also learn to read prose and poetry with fluidity, at an understandable pace, and in an engaging manner. They learn how to use visual displays or props (objects, pictures, charts) to clarify and enhance their oral presentations.

**Students learn to plan and deliver presentations that are organized chronologically or around major points of information, follow a logical sequence, include concrete details to support the main idea, and provide a conclusion.**

In addition, the CCSS emphasize collaborative conversations during which students practice both their speaking and their listening skills. Students engage in collaborative discussions on grade three topics and texts with diverse partners and in different groupings (one-on-one, in groups, or teacher-led), building on others' ideas as well as expressing their own. They learn to explain their own ideas and understanding in light of the discussion and to ask questions to check their understanding of information given during the discussion. Grade three students are expected to come to these discussions prepared, having read or studied the required material. Students learn to draw on their preparation and other knowledge of the topic to explore the ideas under discussion. They follow agreed-upon rules for discussion, such as gaining the floor in respectful ways and speaking one at a time about the topic under discussion. These collaborative conversations also provide students with opportunities to practice the academic language and domain-specific vocabulary they acquire through reading literature and informational text and listening to presentations.

## Language

In grade three, students are expected to write and speak with a command of the conventions of standard English grammar and usage appropriate to their grade level. Students learn about subject-verb agreement, the proper use of verb tenses, and the correct use of pronouns and adjectives. They demonstrate their knowledge in their writing and speaking. They learn new rules for capitalization, punctuation, and spelling, though the specific rules they learn vary between the 1997 California English language arts standards and the CCSS. For example, under the 1997 California English language arts standards for grade three, students learn to punctuate dates, cities and states, and titles of books correctly. Under the grade three CCSS, students learn to capitalize the appropriate words in a title.

There are more standards on English language conventions in the CCSS than in the 1997 California English language arts standards, and they cover a broader range of conventions in grammar, usage, capitalization, punctuation, and spelling. Students learn about and are able to explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general, as well as their functions in particular sentences. Students learn to use abstract nouns (e.g., childhood) and to use reciprocal pronouns correctly. They learn the difference between comparative and superlative adjectives and adverbs and to choose the correct form depending on what is being modified. They learn to use coordinating and subordinating conjunctions and practice what they have learned by writing and speaking in compound and complex sentences.

Students learn and apply in their writing the correct spelling and use of possessives, spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules), and conventional spelling for

high-frequency and other studied words. They also learn to add suffixes to base words to form new words. They learn to choose words and phrases for effect. To support their narrative writing, students learn to use commas and quotation marks in dialogue. As students learn language conventions, they recognize the differences between the conventions of spoken and written standard English.

In the 1997 California English language arts standards, vocabulary development standards are found in the reading strand. In the CCSS, standards for vocabulary acquisition and use are found in the language strand. Both the 1997 California English language arts standards and the CCSS cover basic strategies students use to determine the meaning of words.

As they become better independent readers, students also acquire additional vocabulary on their own. Students learn to use glossaries and beginning dictionaries to access and understand the meaning of unknown words. They use sentence-level context as a clue to the meaning of a word. They also learn to determine the meaning of new words formed by adding prefixes or suffixes to known words.

The 1997 California English language arts standards for vocabulary development call for students to use their knowledge of synonyms, antonyms, homophones, and homographs to determine the meaning of words. In addition, students learn about and can explain the hierarchical relationship among grade-level words (e.g., living things/animal/mammal/dog). The CCSS emphasize another kind of word relationship, real-life connections, as well as nuances in word meanings. To better understand the meaning of words, students identify the real-life connections between words and their use (e.g., describe people who are friendly or helpful). Students acquire and use words and phrases that signal spatial and temporal relationships. They also learn to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected). A new skill for grade three students is to distinguish between the literal and non-literal meanings of words and phrases in context (e.g., keep your eye on the ball). Students use newly acquired conversational, academic, and domain-specific words in their writing and speaking, a practice that helps students remember the new words they have learned.

**Students acquire and use words and phrases that signal spatial and temporal relationships.**

## **Extra Support for Struggling Readers**

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By the end of third grade, students are expected to be fluent and independent readers, reading with accuracy and fluency that supports their comprehension of literature and informational text. Students who are not proficient in word analysis skills are likely to experience academic difficulties. Early screening and intervention address specific areas of instruction in a timely manner. To ensure their success, students who experience difficulty learning to read (including students who use non-standard English, English learners, and students with disabilities) are provided with additional support to become proficient in grade three reading skills. Instructional support for students should include:

- Flexible groupings for differentiated instruction
- Pre-teaching of key skills, strategies, and concepts
- Explicit instruction in decoding and word-recognition skills
- Pre-teaching and re-teaching of prefixes and suffixes
- Explicit direct instruction in language development to address grammatical structures of oral and written standard English

- Vocabulary instruction embedded in context, including academic language
- Building background knowledge
- Reinforcing and extending the regular classroom program

## Support for English Learners

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English language development is a critical component of the language arts program for English learners and occurs simultaneously with direct, explicit, and systematic instruction in reading and writing. Instructional programs for English learners are planned according to the students' assessed level of literacy (reading and writing) in English and their primary language as well as their proficiency in English (listening, speaking, reading, and writing). Students with strong literacy skills in their primary language are at an advantage in that they can concentrate on acquiring and learning English rather than on receiving initial instruction in reading and writing. However, the greater cognitive demands of the academic program in third grade require that students move quickly to more advanced English vocabulary and language structures.

English learners receive intensive vocabulary development and academic language instruction to succeed in language arts and other content areas at their grade level. English learners benefit from instructional strategies such as pre-teaching concepts, vocabulary, and the grammatical features of key vocabulary, as well as having multiple opportunities to use new vocabulary in their reading, speaking, and writing assignments. They also benefit from instruction that includes context, but must first understand the concepts presented in the text. They must know the grammatical features, idioms, and vocabulary words used to define or explain the unfamiliar word under study. Prior to reading, English learners may need additional activities that explain cultural references. English learners gain from additional opportunities to read texts that contain similar vocabulary words and grammatical structures so that students are repeatedly exposed to the new words and structures being studied.

English learners who have limited academic experience and limited English require intensive, systematic instruction in oral and written language. Formal linguistic instruction for English learners includes learning common phrases, language patterns, and idiomatic expressions. In addition, instruction includes oral language development, with special attention given to phonological, morphological, syntactical, and semantic structures of English.

Teachers should not assume that English learners will acquire the grammatical rules governing the use of words at the same time they are acquiring the meaning of the words. To teach students grammatical rules and functions, teachers provide students with explicit instruction, model words in speech and writing, encourage students to use words in sentences and in longer text, and provide students with corrective feedback on their use of newly acquired words. As students learn grammatical rules and about the functions of common nouns, pronouns, verbs, adverbs, and adjectives, they are provided with multiple opportunities to practice them in both speaking and writing. (Please refer to the Transition to Common Core State Standards: Planning ELD Instruction chart that follows for a more extensive list of grammatical conventions.)

Specially designed academic instruction in English (SDAIE) strategies can provide valuable instructional strategies to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE Specialized Programs Web page <http://www.cde.ca.gov/sp/el/>. The CDE recently published an excellent resource, *Improving Education for English Learners: Research-Based Approaches*, that provides the most comprehensive, up-to-date strategies to serve English learners. This book provides guidelines for teaching ELD and SDAIE strategies, as well as



recommended instructional practices. The publication is available at the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS in English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

<b>Transition to Common Core State Standards with California Additions Planning ELD Instruction – Third Grade</b>	
<b>Reading Standards for Literature</b>	<ul style="list-style-type: none"> <li>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</li> <li>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.</li> </ul>
<b>Reading Standards for Informational Text</b>	<ul style="list-style-type: none"> <li>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>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.</li> </ul>
<b>Reading Standards: Foundational Skills</b>	<ul style="list-style-type: none"> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b>.</li> <li>4. Read with sufficient accuracy and fluency to support comprehension.</li> </ul>
<b>Writing Standards</b>	<ul style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> </ul>

	<ol style="list-style-type: none"> <li>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>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.)</li> <li>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.)</li> <li>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.</li> <li>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>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.</li> </ol>
<p><b>Speaking and Listening Standards</b></p>	<ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>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.</li> <li>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.</li> <li>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ol>
<p><b>Language Standards</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>5. Demonstrate understanding of word relationships and nuances in word meanings.</li> </ol>
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## The Standards

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The CCSS that follow are the pre-publication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 21, 2010. Content that is unique to the CCSS and which was added by California to the multi-state common core standards is in bold typeface. The SCOE document is available online at [http://www.scoe.net/castandards/agenda/2010/ela\\_ces\\_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/ela_ces_recommendations.pdf) (Outside Source). These grade three CCSS for English Language Arts were adopted by the California State Board of Education on August 2, 2010.

A complete listing of the grade three 1997 California English language arts standards is located on CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

<b>Common Core State Standards with California Additions English Language Arts – Third Grade</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Craft and Structure</b>	
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from

	nonliteral language. <b>(See grade 3 Language standards 4–6 for additional expectations.)</b>
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6.	Distinguish their own point of view from that of the narrator or those of the characters.
<b>Integration of Knowledge and Ideas</b>	
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).
8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>Craft and Structure</b>	
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. <b>(See grade 3 Language standards 4–6 for additional expectations.)</b>
5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6.	Distinguish their own point of view from that of the author of a text.
<b>Integration of Knowledge and Ideas</b>	
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).

8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9.	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b></p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>
<b>Fluency</b>	
4.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
1.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b. Provide reasons that support the opinion.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>
2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>
3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>
<b>Production and Distribution of Writing</b>	
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.)
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 on pages 24–25 and 26–27.)
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.
<b>Research to Build and Present Knowledge</b>	
7.	Conduct short research projects that build knowledge about a topic.

8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9.	(Begins in grade 4)
<b>Range of Writing</b>	
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.
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>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.</li> <li>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).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>
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.
3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>Presentation of Knowledge and Ideas</b>	
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. <ul style="list-style-type: none"> <li>a. <b>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.</b></li> </ul>

5.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
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.)

### Language Standards

#### Conventions of Standard English

1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li><b>a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</b></li> <li>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li><b>c. Use reciprocal pronouns correctly.</b></li> <li>d. Form and use regular and irregular plural nouns.</li> <li>e. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>f. Form and use regular and irregular verbs.</li> <li>g. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>h. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>j. Use coordinating and subordinating conjunctions.</li> <li>k. Produce simple, compound, and complex sentences.</li> </ul>
2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> </ul>

	<ul style="list-style-type: none"> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
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**Knowledge of Language**

3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
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**Vocabulary Acquisition and Use**

4.	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>c. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <b>in all content areas</b>.</li> </ul>
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5.	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> </ul>
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	d. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
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., <i>After dinner that night we went looking for them</i> ).