

## Analysis of *California ELA standards to Common Core standards-3<sup>rd</sup> grade*

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment ?	Comments in reference to CCS
Decoding	1.1 Know and use complex word families when reading (-ight) to decode unfamiliar words.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol 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> <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., sitting, smiled, cries, happiness).</li> <li><b>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</b></li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>	Partial	2f Appears in Language section, not Foundational Skills for Decoding.
	1.2 Decode regular multisyllabic words	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol 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><b>c. Decode multisyllabic words.</b></li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ol>	Yes	3c
	1.3 Read with fluency, accuracy, prosody	Reading: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension. <ol 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> </ol>	Yes	CCS also include reading with purpose and understanding and using context to self-correct.

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			c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Vocabulary	1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words.	Language		Yes	Found in 4th and 5th grade Language standard 5c.
	1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations.	Reading: Informational Text	4. Learn meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Partial	Does not include importance of relations.
	1.6 Use sentence and word context to find the meaning of unknown words.	Language	4. Determine or clarify the meaning of unknown word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. <b>a. Use sentence-level context as a clue to the meaning of a word or phrase.</b>	Yes	Includes derivational suffixes
	1.7 Use a dictionary to learn the meaning and other features of unknown words.	Language	4. Determine or clarify the meaning of unknown word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <b>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</b>	Yes	4d

Domain Reading	CA ELA Standard	Core Strand	Common Core Standards (CCS)	Alignment ?	Comments in reference to CCS
	1.8 Use knowledge of prefixes (un-,re-pre-,bi-,mis-,dis-) and suffixes (-er,-est, -ful) to determine meaning of words.	Reading: Foundational Skills and Language	<p>3. Know and apply grade-level phonics and word analysis drills in decoding words.</p> <p><b>a. Identify and know the meaning of common prefix es and derivational suffixes.</b></p> <p><b>b. Decode words with common Latin suffixes.</b></p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b. Determine meaning of the new word formed when affix is added to a known word.</b></p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	Yes	<p>3a, 3b, and 4b</p> <p>Includes derivational and Latin suffixes.</p>
Comprehension	2.1 Use titles, table of content, chapter headings, glossaries, and indexes to locate information in text.	Reading: Informational Text	5. Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Partial	<p>Includes technology features. Not specific in text features.</p> <p>More specific emphasis begins in 1st and 2nd grade Reading: Informational Text standard 5.</p>
	2.2 Ask questions and support answers by connecting prior knowledge with literal	Reading: Informational Text	1. Ask and answer questions, referring explicitly to text as basis for answers.	Partial	Does not include prior knowledge and inferred answers.

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	information found in and and inferred from, the text.				Scaffold for inferential standard in 4th and 5th.
	2.3 Demonstrate comprehension by identifying answers in the text.	Reading: Literature and Informational Text	1. Ask and answer questions, referring explicitly to text as basis for answers.	Yes	
	2.4 Recall major points in the text and make and modify predictions about forthcoming information.			No	
	2.5 Distinguish main idea and supporting details in expository text.	Reading: Informational Text  Speaking and Listening	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.  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.	Yes	Includes explanation of how key details support main idea.
	2.6 Extract appropriate and significant information from text, including problem and solution.	Reading: Informational Text	7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text.  8. Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence).	Yes	Includes using information from illustrations.
	2.7 Follow multi-step written directions.			No	Does not address following multi-step written directions.
Literary Response	3.1 Distinguish common forms of literature (poetry, drama, fiction, nonfiction).	Reading: Literature	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.	Yes	Includes specific terms for each form of literature. Extends to description of how each part builds.

<b>Domain Reading</b>	<b>CA ELA Standard</b>	<b>Core Strand</b>	<b>Common Core Standards (CCS)</b>	<b>Alignment ?</b>	<b>Comments in reference to CCS</b>
	3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Reading: Literature-	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.	Yes	Extends to determination of central message and explanation of how it is conveyed through key details.
	3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Reading: Literature	3. Describe characters in a story (their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.	Yes	Extends to explanation of how character's actions contribute to the sequence of events.
	3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	Reading: Literature		Yes	Addressed in 4th and 5th grade Reading: Literature standard 2.
	3.5 Recognize the similarities of sounds in words and rhythmic patterns (alliteration, onomatopoeia) in a selection	Reading: Literature		Yes	Addressed in 2nd grade Reading: Literature standard 4.
	3.6 Identify the speaker or narrator in a selection.	Reading: Literature		Yes	Found in 1st grade Reading: Literature standard 6.

Domain Writing	CA ELA standard	Core Strand	Common Core Standard CCS	Alignment ?	Comments in reference to CCS
Strategies	1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	Writing	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.  4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Yes	CCS does not use the word paragraph, but emphasizes topic sentence, facts, definitions, and details. Begins in grade 1.
	1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.			No	
	1.3 Understand the structure and organization of various reference materials (dictionary, thesaurus, atlas, encyclopedia).	Reading: Informational Text	5. Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Partial	Does not highlight specific references materials. Includes hyper links.
	1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Writing	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 strand	Yes	Includes peer support.
Application	2.1 Write narratives: a. Provide a context within which a aciton takes place.	Writing	3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Yes	Extends to dialogue and temporal words and phrases.

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	<ul style="list-style-type: none"> <li>b. Include well-chosen details to develop the plot.</li> <li>c. Provide insight into why the selected incident is memorable.</li> </ul>		<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>		
	2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	Writing	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <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 (also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>	Yes	
	2.3 Write personal and formal letters, thank-you notes, and invitations: <ul style="list-style-type: none"> <li>a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.</li> <li>b. Include the date, proper salutation, body, closing, and signature.</li> </ul>			No	

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
Sentences	1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, exclamatory sentences in writing and speaking.	Language		Yes	Found in 1 <sup>st</sup> grade Language standard 1j.
	1.2 Identify subject and verb that are in agreement and identify and use of pronouns, adjectives, compound words, and articles correctly in writing and speaking.	Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b></p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>f. Ensure subject-verb and pronoun-antecedent agreement.*</b></p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	Yes	1a and 1f Article- found in 1st grade Language standard 1h. Does not emphasize compound words. Initial introduction of standard 1f. See Language Progression Chart.
	1.3 Identify and use past, present, future verb tenses properly in writing and speaking.	Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p>	Yes	1e



Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
			<ul style="list-style-type: none"> <li>c. Use abstract nouns (e.g., childhood).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. <b>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</b></li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>		
	1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.	Language	<ul style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. <b>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b></li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., childhood).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>f. <b>Ensure subject-verb and pronoun-antecedent agreement.*</b></li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul> </li> </ul>	Yes	1a, 1f

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
Punctuation	1.5 Punctuate dates, cities, and state, and titles of books correctly.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a. Capitalize appropriate words in titles.</b> b. Use commas in addresses. c. Use commas and quotation marks in dialogue. e. Form and use possessives. f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Partial	2a Also addressed in 1st and 2nd grade Language standard 2a and 2c.
	1.6 Use commas in dates, locations, and addresses and for items in a series.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a. Capitalize appropriate words in titles.</b> <b>b. Use commas in addresses.</b> c. Use commas and quotation marks in dialogue. e. Form and use possessives. f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Partial	2b Addressed in 1 <sup>st</sup> Language standard 2a and 2c.

Domain Conventions	CA ELA Standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
Capitalization	1.7 Capitalize geographic names, holidays, historical periods, and special events correctly.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a. Capitalize appropriate words in titles.</b> b. Use commas in addresses. c. Use commas and quotation marks in dialogue. e. Form and use possessives. f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Partial	2a -Specific to capitalizing words in titles. Also addressed in 2nd grade Language standard 2a- does not include capitalizing historical periods and special events.
Spelling	1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.	Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. e. Form and use possessives. <b>f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</b> <b>g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</b> h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Yes	2f, 2g
	1.9 Arrange words in alphabetical order.			No	

Domain Listening/ Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
Comprehension	1.1 Retell, paraphrase, explain what has been said by a speaker.	Speaking and Listening	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <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 or others.</li> <li><b>d. Explain their own ideas and understanding in light of the discussion.</b></li> </ul>	Yes	1d Highlights explanation and understanding during discussion.
	1.2 Connect/relate prior experiences, insights, and ideas to those of a speaker	Speaking and Listening	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <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> </ul>	Yes	1c

Domain Listening/ Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
			<p><b>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks or others.</b></p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>		
	1.3 Respond to question with appropriate elaboration.	Speaking and Listening	3. Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.	Yes	
	1.4 Identify musical elements of literary language.			Yes	Addressed in 2nd Language standard 4.
Organization	1.5 Organize ideas chronologically around major points of information.	Speaking and Listening	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.	Yes	Organization of ideas found in 4th and 5th grade Speaking and Listening standard 4.
	1.6 Provide a beginning, middle, an end, including concrete details that develop a central idea.	Speaking and Listening	4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking clearly at an understandable pace.	Partial	Does not highlight beginning/middle/end
	1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	Yes	
	1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g. objects, pictures, charts).	Speaking Listening	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.	Yes	Emphasis on audio recordings and fluid reading at an understandable pace.
	1.9 Read prose/poetry aloud with fluency, rhythm, pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	Reading: Literature and Foundational Skills	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  4. Read with sufficient accuracy and fluency to support comprehension.	Yes  Yes	CCS emphasizes the end of year goal.  4b

Domain Listening/ Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment ?	Comments in reference to CCS
			<ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		
Analysis of Oral and Media	1.10 Compare ideas and points of view in broadcast and print media.	Reading: Literature and Informational Text	<ul style="list-style-type: none"> <li>6. Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>6. Distinguish their own point of view from that of the author of a text.</li> <li>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>	Partial	Does not emphasize analysis of media
	1.11 Distinguish between the speaker's opinion and verifiable fact.			No	
Application	2.1 Narrative presentations <ul style="list-style-type: none"> <li>a. Provide context for an incident that is the subject of the presentation.</li> <li>b. Provide insight into why the selected incident is memorable.</li> <li>c. Include well-chosen details to develop character/setting/ideas.</li> </ul>	Speaking and Listening	<ul style="list-style-type: none"> <li>4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking clearly at an understandable pace.</li> <li>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	Yes	Does not explicitly identify narrative elements.  CCS 6 is end of year goal.
	2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with	Speaking and Listening	4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking clearly at an understandable pace.	Partial	Does not emphasize presentation of poems, and drama.

<b>Domain Listening/ Speaking</b>	<b>CA ELA standard</b>	<b>Core Strand</b>	<b>Common Core Standard (CCS)</b>	<b>Alignment ?</b>	<b>Comments in reference to CCS</b>
	clear, diction, pitch, tempo, and tone.		6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		CCS 6 is end of year goal.
	2.3 Descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Speaking and Listening	4. Report on topic or text, tell a story, or recount an experience w/ appropriate facts/details, speaking.  6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. clearly at an understandable pace.	Partial	Does not specify element of descriptive presentation. CCS 6 is end of year goal.

### ***Common Core Standards not found in 3rd Grade CA ELA Standards***

<b>Core Strand</b>	<b>Common Core Standard</b>	<b>Comment in reference to CA ELA Standards</b>
Reading: Literature	4. Determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
Reading: Literature	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting).	
Reading: Literature	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (books in a series).	2nd grade Reading 3.3
Reading: Informational Text	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.	4th grade Reading 2.1
Foundational Skills	3d. Read grade-appropriate irregularly spelled words.	2nd grade Written and Oral Conventions 1.7
Writing	1. Write opinion pieces on topics or text, supporting a point of view with reasons. <ul style="list-style-type: none"> <li>a. Introduce to 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> <li>c. Use linking words and phrases (because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. Provide a concluding statement or section.</li> </ul>	4th grade Writing 2.2 5th grade Writing 2.2 and 2.4
Writing	6. With guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others.	5th grade Writing 1.4
Writing	7. Conduct short research projects that build knowledge about a topic.	
Writing	8. Recall information from experiences or gather information from resources, take notes, sort evidence into categories.	4th grade Writing 1.7
Language	1b. Form and use regular and irregular plural nouns.	1st grade and 5th Writing Conventions 1.2
Language	1c. Use abstract nouns (childhood).	2nd grade Writing Conventions 1.3- not specific to abstract nouns.
Language	1d. Form and use regular and irregular verbs.	4th grade Writing Conventions 1.3
Language	1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified.	
Language	1h. Use coordinating and subordinating conjunctions.	



<b>Core Strand</b>	<b>Common Core Standard</b>	<b>Comment in reference to CA ELA Standards</b>
Language	1i. Produce simple, compound , and complex sentences.	4th grade Writing Conventions 1.1- compound only
Language	2c. Use commas and quotation marks in dialogue.	4th grade Writing Conventions 1.4
Language	2d. Form and use possessives.	1st grade Writing Conventions 1.3
Language	2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (sitting, smiled, cries, happiness).	1st grade Writing Conventions 1.8 2nd Writing Conventions 1.7 4th grade Writing Conventions 1.7
Language	2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Language	3b. Recognize and observe difference between the conventions of spoken and written standard English.	
Language	4c. Use a known root word as clue to the meaning of an unknown word with the same root (company, companion).	4th grade Reading 1.3
Language	5a. Distinguish the literal and nonliteral meanings of words and phrases in context (take steps).	5th grade Reading 1.5
Language	5b. Identify real-life connection between words and their use.	
Language	5c. Distinguish shades of meaning among related words that describes states of mind or degrees of certainty (knew, believed, suspected, heard, wondered).	6th grade Reading 1.5
Language	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	

***CA Standards not found in 3rd grade Common Core Standards***

<b>Domain</b>	<b>CA Standard</b>	<b>Comments in reference to CCS</b>
Reading	2.4 Recall major points in the text and make and modify predictions about forthcoming information.	
Reading	2.7 Follow multi-step written directions.	
Writing	1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	
Writing	2.3 Write personal and formal letters , thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date,proper salutation, body, closing, and signature.	
Writing- Conventions	1.9 Arrange words in alphabetical order.	
Listening and Speaking	1.11 Distinguish between the speaker's opinions and verifiable facts.	