

# ***Compassionate Comprehension with the Common Core (CC/CC)***

## **CC/CC Connection: CA Common Core Standards- Gr.3**

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### **Grade 3**

**PLEASE NOTE: CC/CC lessons and assignments can easily be crafted to encourage learning and mastery of the following Common Core Standards.**

**The following portions were copied from the CA Common Core State Standards:**

#### **English Language Arts**

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccssstandards.pdf>

#### **English Language Development**

**New 2015:** <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

## **RL** Reading Standards for Literature K-5

English Language Arts/ Literacy K-5  
from pp. 12 - 13

Grade 3 Students

#### **Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### **Craft and Structure**

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**

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

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.

# **RI** Reading Standards for Informational Text K–5

**English Language Arts/ Literacy K-5 from p. 15**

Grade 3 Students

## **Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

# **W** Writing Standards K-5

**English Language Arts/ Literacy K-5 from pp. 22 - 25**

Grade 3 Students

## **Text Types and Purposes**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.

## **Production and Distribution of Writing**

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.)
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.

## **Range of Writing**

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.

# SL Speaking and Listening Standards K-5

## English Language Arts/Literacy K-5 from pp. 29- 30

### Grade 3 Students

#### **Comprehension and Collaboration**

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.
  - a. Come to discussions prepared, having read or studied material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - 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).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.

#### **Presentation of Knowledge and Ideas**

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.
  - 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

# **L** Language Standards K-5

## **English Language Arts/ Literacy K-5 from pp. 36 - 39**

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). See the table "Language Progressive Skills, by Grade" on page 40 for a complete list and Appendix A for an example of how those skills develop in sophistication

### **Grade 3 Students Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - b. Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., childhood).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.
  - j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA
  - k. Use reciprocal pronouns correctly. CA
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - c. Use commas and quotation marks in dialogue.
  - d. Form and use possessives.
  - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases for effect.\*
  - b. Recognize and observe differences between the conventions of spoken and written standard English.

### **Vocabulary Acquisition and Use**

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, 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).
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
  - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 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).

# California Department of Education

## English Language Development Standards for Grade 3

New 2015: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

\* Corresponding Common Core State Standards for English Language Arts are added under each item

### Part I: Interacting in Meaningful Ways

#### A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

\* SL.3.1,6; L.3.1,3,6

2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

\* W.3.6; L.3.1,3,6

3. Offering and supporting opinions and negotiating with others in communicative exchanges.

\* SL.3.1,6; L.3.1,3,6

#### B. Interpretive

5. Listening actively to spoken English in a range of social and academic contexts

\* SL.3.1–3; L.3.3

6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

\* RL.3.1–7,9–10; RI.3.1–7,9–10; SL.3.2–3; L.3.3,4,6

#### C. Productive

10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

\* W.3.1–8, 10; L.3.1–3,6

11. Supporting own opinions and evaluating others' opinions in speaking and writing

\* W.3.1,4,10; SL.3.4,6; L.4.1–3,6

12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

\* W.3.4–5; SL.3.4,6; L.3.1,3,5–6

## Part II: Learning About How English Works

### B. Expanding & Enriching Ideas

3. Using verbs and verb phrases

\* W. 3.5; SL. 3.6; L 3.1, 3, 6

4. Using nouns and noun phrases

\* W. 3.5; SL. 3.6; L 3.1, 3, 6

5. Modifying to add details

\* W. 3.5; SL. 3.4, 6; L 3.1, 3, 6

### C. Connecting & Condensing Ideas

6. Connecting ideas

\* W. 3.1-3,5; SL. 3.4, 6; L. 3.1, 3, 6

7. Condensing ideas

\* W. 3.1-3,5; SL. 3.4, 6; L. 3.1, 3, 6

Note:

Examples provided in specific standards are offered **only as illustrative possibilities** and should not be misinterpreted as the only objectives of instruction or as the only types of language English Learners might or should be able to understand or produce.