



CA State Standards → Common Core "Springboard" Document
3rd Grade ELA

Purpose: The next couple of years will pose a difficult challenge to California educators, in that we are accountable to teach the CA state standards, while at the same time initiate the transition into the newly adopted Common Core standards. CA students are still taking the California Standards Test (CST), and won't be assessed on the Common Core standards until 2014. But we must begin the transition NOW so that our students will be ready for the new standards and assessments when they do arrive. The following document was created to assist classroom teachers and administrators as they endeavor to transition from teaching the CA state standards into teaching the Common Core standards. This document will allow you to easily identify which Common Core standard(s) correlate with the CA State Standard(s) that you are already teaching. Be sure to notice that some correlations are direct, while others are not quite so. In some cases, the CA State Standard will need to be modified to a certain extent in order to fully teach the Common Core correlating standard. Educators will notice that California's rigorous state standards transition well into the Common Core Standards. Most of the skills in the Common Core are already being addressed to a great extent by the California state standards. The caveat, however, is that Common Core standards require students to have a greater depth of knowledge than the CA standards. In many cases, CA educators will benefit from utilizing standards from various grade levels in order to fully teach the Common Core standards.

How to read the standards:

CA State Standards	Common Core Standards
RW = Word Analysis RC = Reading Comprehension RL = Literary Response and Analysis WC = Written Conventions WS = Writing Strategies WA = Writing Applications * A number in front of the standard indicates the grade level (i.e., 5RW = 5 th grade Word Analysis & 3RC = 3 rd Grade Reading Comprehension)	CCR = College & Career Readiness Anchor Standard RL = Reading Literature RI = Reading Informational Materials RF = Reading Foundational Skills W = Writing SL = Speaking and Listening L = Language



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Word Analysis		
	3RW1.1 know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	3RW1.2 decode regular multisyllabic words	a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.
	3RW1.3 read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	3RW1.4 use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words	L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
	3RW1.5 demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).



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	3RW1.6 use sentence and word context to find the meaning of unknown words	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. L.3.4 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. 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). 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>).
	3RW1.7 use a dictionary to learn the meaning and other features of unknown words	L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	3RW1.8 use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	L.3.4.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>).
Reading Comprehension		
	3RC2.1 use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	3RC2.2 ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.1 Same as above
	3RC2.3 demonstrate comprehension by identifying answers in the text	
	3RC2.4 recall major points in the text and make and modify predictions about forthcoming information	



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	3RC2.5 distinguish between main idea and supporting details in expository text	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
	3RC2.6 extract appropriate and significant information from the text, including problems and solutions	
	3RC2.7 follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)	RI.3.3 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.
Literary Response and Analysis		
	3RL3.1 distinguish common forms of literature (e.g., poetry, drama, fiction, non-fiction)	RL.3.5 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.
	3RL3.2 comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	3RL3.3 determine what characters are like by what they say or do and by how the author or illustrator portrays them	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	3RL3.4 determine the underlying theme or author's message in a fictional and non-fiction text	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	3RL3.5 recognize the similarities of sounds in words and rhythmical patterns (e.g., alliteration, onomatopoeia) in a selection	
	3RL3.6 identify the speaker or narrator in a selection	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.



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Written and Oral English Language Conventions		
	3WC1.1 understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	L.3.1.i Produce simple, compound, and complex sentences.
	3WC1.2 identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. f. Ensure subject-verb and pronoun-antecedent agreement.*
	3WC1.3 identify and use past, present, and future verb tenses properly in writing and speaking	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	3WC1.4 identify and use subjects and verbs correctly in speaking and writing simple sentences	d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
	3WC1.5 punctuate dates, city and state, and titles of books correctly	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	3WC1.6 use commas in dates, locations, and addresses and for items in a series	a. Capitalize appropriate words in titles. b. Use commas in addresses.
	3WC1.7 capitalize geographical names, holidays, historical periods, and special events correctly	c. Use commas and quotation marks in dialogue.
	3WC1.8 spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.



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	3WC1.9 arrange words in alphabetical order	L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Writing Strategies		
	3WS1.1 create a single paragraph that <ol style="list-style-type: none"> 1) develops a topic sentence 2) includes simple supporting facts and details 	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> 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., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> 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 (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> 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. <p><i>(Continued on next page)</i></p>



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		<p><i>(Continued from previous page)</i> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
	3WS1.3 understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	3WS1.4 revise drafts to improve the coherence and logical progression of ideas by using an established rubric	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)