



College and Career Readiness Anchor Standards for Reading K-5

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how points of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in those fields that will also give them the background to be better readers in all content areas. Students can gain this foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to future success.



READING STANDARDS for LITERATURE ESTÁNDARES DE LECTURA PARA LA LITERATURA		
KEY IDEAS and DETAILS	Ideas clave y detalles	What Student Should Be Able to Demonstrate
3.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RL.1. Hacen y contestan preguntas para demostrar comprensión de un texto, haciendo referencia explícita del texto como base para las respuestas.	• I can create questions about a story that can be answered only by information in the text. • I can answer questions about a story using information from the text.
3.RL.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.RL.2. Recuentan cuentos, incluyendo fábulas, cuentos populares y mitos de diversas culturas; identifican el mensaje principal, lección o moraleja y explican cómo se transmite en los detalles clave del texto.	• I can retell in detail different myths, fables, and folktales from different cultures. • I can determine the lesson or moral of a fable. • I can determine the moral of a myth. • I can determine the point (purpose) of a folktale. • I can provide details from the text to prove a lesson, moral, or point.
3.RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.RL.3. Describen los personajes de un cuento (ejemplo: sus características, motivaciones o sentimientos) y explican cómo sus acciones contribuyen a la secuencia de los acontecimientos.	• I can describe the traits of a character(s). • I can describe what motivates a character(s). • I can describe the feelings of a character(s). • I can explain how the actions of a character(s) effect the sequence of a story.
CRAFT & STRUCTURE	Composición y estructura	What Student Should Be Able to Demonstrate
3.RL.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3.RL.4. Determinan el significado de palabras y frases que se utilizan en un texto, determinan el lenguaje literal del no-literal.	• I can use the text to determine the meaning of literal words and phrases. • I can use context clues to determine the meaning of nonliteral words and phrases.
3.RL.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.	3.RL.5. Se refieren a partes de los cuentos, teatro y poemas al escribir o hablar sobre un texto, utilizando términos como capítulo, escena y estrofa; describen cómo cada parte sucesiva se basa en secciones anteriores.	• I can include details of a story in my writing. • I can include details of a play in my writing. • I can include details of a poem in my writing. • I can include details of a story when talking about the story. • I can include details about a play when talking about the play. • I can use the vocabulary "chapter" when speaking or writing about a story. • I can use the vocabulary word "scene" when speaking or writing about a play. • I can use the vocabulary word "stanza" when speaking or writing about a poem. • I can explain how the actions of one chapter contribute to the events of the next or following chapter(s) of a story. • I can explain how the actions of one scene of a play contribute to the events of the next or following scenes of a play. • I can explain how the actions of one stanza of a poem contribute to the events to the next or



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		following stanza of a poem.
3.RL.6. Distinguish their own point of view from that of the author of a text.	3.RL.6. Distinguen su propio punto de vista del punto de vista del narrador o del punto de vista de los personajes	• I can create my own opinion about a text that is separate from the author's opinion.
INTEGRATION OF KNOWLEDGE & IDEAS	Integración de conocimientos e ideas	What Student Should Be Able to Demonstrate
3.RL.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).	3.RL.7. Explican cómo los aspectos específicos de las ilustraciones de un texto contribuyen a lo que se transmite por palabras en un cuento (ejemplo: crear el estado de ánimo, enfatizar aspectos de un personaje o escenario).	• I can explain how illustrations add meaning to the words of the story. • I can identify illustrations that support the story.
3.RL.8 – NOT APPLICABLE TO LITERATURE.	3.RL.8 – (No es aplicable a la literatura).	N/A
3.RL.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).	3.RL.9. Comparan y contrastan los temas, ambientes y tramas de los cuentos escritos por el mismo autor sobre los mismos personajes o personajes similares (ejemplo: en libros de una serie).	• I can explain what is the same and what is different about different themes in a book series that contains the same/similar characters written by the same author. • I can explain what is the same and what is different about different settings in a book series that contains the same/similar characters written by the same author. • I can explain what is the same and what is different about different plots in a book series that contains the same/similar characters written by the same author.
RANGE of READING and LEVEL of TEXT COMPLEXITY	Nivel de lectura y de complejidad del texto	What Student Should Be Able to Demonstrate
3.RL.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.	3.RL.10. Al final del año escolar, leen y comprenden la literatura de forma independiente y competente, incluyendo cuentos, obras de teatro y poemas, en el nivel superior de la banda de complejidad del texto para los grados 2–3.	• I can read different types of texts at grade level accurately and independently. • I can accurately and independently comprehend different kinds of text at grade level (grades 2-3 text complexity band).

READING STANDARDS for INFORMATIONAL TEXT ESTÁNDARES DE LECTURA PARA TEXTO INFORMATIVO

Key ideas and details	Ideas clave y detalles	What Student Should Be Able to Demonstrate
3.RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RI.1. Hacen y contestan preguntas para demostrar comprensión de un texto, haciendo referencia explícita al texto como base para las respuestas.	• I can create questions about the selection, showing that I understand what I have read. • I can answer questions about the selection, showing that I understand what I have read. • I can find (locate) the answers in the selection.
3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RI.2. Determinan la idea principal de un texto, recuentan los detalles clave y explican la forma en que apoyan a la idea	• I can tell what the selection is about. • I can choose important facts.



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	principal.	• I can tell the main idea of the selection. • I can choose important details that help prove or support the main idea. • I can tell how the details support the main idea.
3.RI.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.	3.RI.3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos de los procedimientos técnicos en un texto, usando un lenguaje que se refiera al tiempo, secuencia y causa/efecto.	• I can demonstrate how historical events are connected using time, sequence, and cause/effect. • I can demonstrate how technical procedures are connected using time, sequence, and cause/effect. • I can demonstrate how scientific ideas or concepts are connected using time, sequence, and cause/effect.
CRAFT & STRUCTURE	Composición y estructura	What Student Should Be Able to Demonstrate
3.RI.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.	3.RI.4. Determinan en un texto el significado de palabras y frases de contexto académico general y de dominio específico pertinentes a los temas o materias de tercer grado.	• I can define words or phrases from the text.
3.RI.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.5. Usan de manera eficiente las características del texto y herramientas de búsqueda (ejemplo: palabras clave, barras laterales, hipervínculos) para localizar información relevante para un tema determinado.	• I can use text features and search tools to find information about a given topic or subject.
3.RI.6. Distinguish their own point of view from that of the author of a text.	3.RI.6. Distinguen su propio punto de vista del punto de vista del autor del texto..	• I can create my point of view about a text. • I can identify how my point of view is similar or different from the author's.
INTEGRATION of KNOWLEDGE and IDEAS	Integración de conocimientos e ideas	What Student Should Be Able to Demonstrate
3.RI.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).	3.RI.7. Usan la información obtenida de las ilustraciones (ejemplo: mapas, fotografías) y las palabras en un texto para demostrar la comprensión del mismo (ejemplo: dónde, cuándo, por qué y cómo ocurren los acontecimientos clave).	• I can identify facts from illustrations (non-text features/graphic aids) and words. • I can explain and add meaning to what I am reading by using illustrations and text.
3.RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	3.RI.8. Describen la conexión lógica entre oraciones particulares y párrafos en un texto (ejemplo: comparación, causa/efecto, primero/segundo/ tercero en una secuencia).	• I can explain connections that are made between sentences and paragraphs in a text. • I can identify connection words to help me understand the text.
3.RI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	3.RI.9. Comparan y contrastan los puntos más importantes y los detalles clave que se presentan en dos textos sobre el mismo tema.	• I can compare how two texts on the same topic are the similar using important point and key details. • I can contrast how two texts on the same topic are different using important points and key details. • I can identify the important points and key details of two texts on the same topic.
RANGE of READING and LEVEL TEXT COMPLEXITY	Nivel de lectura y de complejidad del texto	What Student Should Be Able to Demonstrate



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3.RI.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.	3.RI.10. Al final del año escolar, leen y comprenden textos informativos de forma independiente y competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior de la banda de complejidad del texto para los grados 2–3.	• I can read different types of informational texts at grade level accurately and independently. • I can accurately and independently comprehend different kinds of informational text at grade level (grades 2-3 text complexity band).
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READING STANDARDS: FOUNDATIONAL SKILLS ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Phonics and Word Recognition	Fonética y reconocimiento de palabras	What Student Should Be Able to Demonstrate
3.RF.1 . N/A FOR GRADE 3	3.RF.1 . N/A PARA GRADO 3	N/A
3.RF.2 . N/A FOR GRADE 3	3.RF.2 . N/A PARA GRADO 3	N/A
3.RF.3. Know and apply grade-level phonics and word analysis skills in decoding 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.	3.RF.3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras. a. Identifican y conocen el significado de los prefijos más comunes y los sufijos derivativos. b. Decodifican palabras con sufijos comunes del latín. c. Decodifican palabras de sílabas múltiples. d. Leen palabras a nivel de grado, con deletreo irregular (ejemplo: reconocen que la h es muda, excepto en el dígrafo ch; y que la u es muda en las sílabas que, qui, gue, gui).	• I can decode words using phonics and word analysis. a. I can identify and comprehend the meaning of prefixes (un, re, pre) and suffixes (-er, -est, -ful). b. I can decode words with common Latin suffixes (-able, -ment, -tion). c. I can decode multisyllable words. d. I can read grade-appropriate sight words.
Fluency	Fluidez	What Student Should Be Able to Demonstrate
3.RF.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.	3.RF.4. Leen con suficiente precisión y fluidez para apoyar la comprensión. a. Leen textos a nivel de grado con propósito y comprensión. b. Leen oralmente prosa y poesía a nivel de grado con precisión, ritmo y expresión adecuado en lecturas sucesivas. c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.	• I can read accurately and fluently. a. I can set a purpose for reading to help me understand on-level text. b. I can read on-level prose and poetry orally, accurately, fluently, and with appropriate expression, after many practice readings. c. I can use what I am reading (context) to confirm or self-correct words for comprehension. c. I can reread with corrections, when necessary.



WRITING STANDARDS ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Text Types and Purposes	Tipos de textos y sus propósitos	What Student Should Be Able to Demonstrate
3.W.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.W.1. . Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones. a. Presentan el tema o texto sobre el cual están escribiendo, expresan su opinión y elaboran una estructura organizativa que enumere las razones. b. Ofrecen las razones que apoyan la opinión. c. Usan palabras y frases de enlace (ejemplo: porque, por lo tanto, desde) para conectar la opinión con las razones. d. Ofrecen una declaración o sección final. Provide a concluding statement or section.	• I can write an opinion on a given topic or text. a. I can create a topic sentence that states and opinion. a. I can fill in a graphic organizer that lists all the reasons for my opinion. b. I can provide supporting statements for my opinion. c. I can use linking words and phrases (e.g., because, therefore, since, for example) to connect my opinions and reasons. d. I can write a conclusion.
3.W.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 (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	3.W.2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad. a. Presentan un tema y agrupan la información relacionada con el mismo, incluyendo ilustraciones cuando sean útiles para ayudar a la comprensión. b. Desarrollan el tema con hechos, definiciones y detalles. c. Usan palabras y frases de enlace (ejemplo: también, otro, y, más, pero) para conectar ideas dentro de las categorías de información. d. Ofrecen una declaración o sección final.	• I can examine a topic and gain information to share and present. a. I can write a topic sentence. a. I can organize my topic by grouping related information. a. I can provide illustrations to support my topic. b. I can write about a topic by including facts, definitions, and details. c. I can use linking words and phrases to connect ideas. d. I can write a conclusion.
3.W.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.	3.W.3. Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos. a. Establecen una situación y presentan al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural. b. Usan el diálogo y las descripciones de las acciones, pensamientos y sentimientos para desarrollar las experiencias y acontecimientos o para mostrar la reacción de los personajes ante diversas situaciones. c. Usan palabras y frases que describen el tiempo para señalar el orden de los acontecimientos. d. Ofrecen cierre o conclusión.	• I can write a story based on real or imaginary experiences with descriptive details and sequenced events. a. I can create a setting that introduces characters or narrator. a. I can write events in sequential order. b. I can use dialogue in my story. b. I can describe the actions, thoughts, and feelings of the characters and show their responses to events. c. I can use time-related transition words to place events in order (ex.: before, during, after). d. I can write a conclusion.
Production and Distribution of Writing	Producción y redacción de la escritura	What Student Should Be Able to Demonstrate
3.W.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.)	3.W.4. Con la orientación y el apoyo de adultos, redactan textos en los cuales el desarrollo y la organización son adecuados a la tarea y el propósito. (Las expectativas específicas del nivel de grado	• I can produce grade-level writings, with guidance and support from adults.



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	para los tipos de escritura se definen en los estándares 1-3 antes mencionados).	
3.W.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.)	3.W.5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del tercer grado).	• I can follow the writing process (pre-write, writing, revising, editing, publishing) with guidance and support from peers and adults.
3.W.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.	3.W.6. Con la orientación y el apoyo de adultos, usan la tecnología para crear y publicar textos escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás.	• I can use technology to publish and produce writing, with guidance and support from adults. • I can use technology to interact and collaborate with others.
Research to Build and Present Knowledge	Investigación para la formación y presentación de conocimientos	What Student Should Be Able to Demonstrate
3.W.7. Conduct short research projects that build knowledge about a topic.	3.W.7. Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos sobre un tema.	• I can produce short research projects that answer questions and gain information about a topic.
3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and	3.W.8. Recuerdan información de experiencias o recopilan información de materiales impresos y fuentes digitales; toman notas breves sobre las fuentes de información y ordenan la evidencia en las categorías establecidas.	• I can list information from experiences and other resources, print and digital. sort evidence into provided categories.
3.W.9. (Begins in grade 4)	3.W.9. (Se inicia en el 4to grado).	N/A
3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3.W.10. Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas.	• I can write about various topics for given amounts of time.

SPEAKING AND LISTENING STANDARDS ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Craft and Structure	Comprensión y colaboración	What Student Should Be Able to Demonstrate
3.SL.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 required 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).	3.SL.1. Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de tercer grado expandiendo sobre las ideas de los demás y expresando las propias con claridad. a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y cualquier otra información conocida sobre el tema para explorar las ideas que se discuten. b. Siguen las reglas acordadas para participar en las conversaciones (ejemplo: tomar la palabra de una manera respetuosa, escuchar a	• I can discuss (speak and listen) a variety of grade 3 topics and stories. • I can add my own thoughts and ideas to the discussion by listening to peers' ideas and thoughts. a. I can be prepared by reading or studying the topic material. a. I can use what I have read or studied to help me explore ideas being discussed. b. I can follow agreed-upon rules for discussions.



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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.	los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). c. Hacen preguntas para verificar la comprensión de la información presentada, mantenerse dentro del tema y para enlazar sus comentarios con los comentarios de los demás. d. Explican sus propias ideas y comprensión tomando en cuenta lo previamente hablado.	c. I can ask questions to check understanding of information presented. c. I can stay on topic. c. I can connect my comments to comments made by my peers. • d. I can explain my own ideas and what I have learned from a discussion.
3.SL.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.SL.2. Determinan las ideas principales y detalles de apoyo de un texto leído en voz alta o de información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.	• I can identify the main ideas and supporting details of any given information in a variety of formats (media, graphs, charts, websites, speeches).
3.SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3. Hacen y contestan preguntas sobre la información presentada por un hablante ofreciendo comentarios y detalles apropiados.	• I can ask and answer appropriate questions after listening to a speaker. • I can give appropriate information on a topic after listening to a speaker.
Presentation of Knowledge and Ideas	Presentación de conocimientos e ideas	What Student Should Be Able to Demonstrate
3.SL.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.	3.SL.4. Hacen un informe sobre un tema o texto, cuentan un cuento o relatan una experiencia con hechos apropiados y detalles descriptivos relevantes hablando con claridad y a un ritmo comprensible.	• I can orally report on a topic or text with facts and/or details relating to the topic. • I can orally tell a story with facts and/or details relating to the topic. • I can retell an experience with facts and/or details relating to the topic. • I can speak clearly to be understood by my audience.
3.SL.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.	3.SL.5. Hacen grabaciones de audio dinámicas de cuentos y poemas que demuestran la lectura fluida a un ritmo comprensible; añaden efectos visuales cuando es adecuado para enfatizar o realzar ciertos hechos o detalles.	• I can record myself reading stories or poems. • I can speak clearly and at an understandable pace to my audience. • I can add a visual display to help explain my spoken topic.
3.SL.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.)	3.SL.6. Hablan con oraciones completas cuando es adecuado a la tarea y situación a fin de proporcionar detalles solicitados o aclaraciones. (Ver los estándares 1 y 3 de lenguaje del tercer grado).	• I can speak in complete sentences to give more information when needed.



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Conventions of Standard English	Normas y convenciones del español	What Student Should Be Able to Demonstrate
3.L.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. 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.	3.L.1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo. a. Explican la función de los sustantivos, pronombres, verbos, adjetivos y adverbios en general y sus funciones en oraciones particulares. b. Forman y usan plurales de sustantivos regulares e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: pez, peces; lápiz, lápices; joven, jóvenes). c. Usan sustantivos abstractos (ejemplo: libertad, belleza, amor). d. Forman y usan verbos regulares que terminan en -ar, -er, -ir y verbos irregulares (ser, ir, haber). e. Forman y usan los tiempos simples de los verbos (ejemplo: Yo caminé; Yo camino; Yo caminaré) y reconocen el uso de verbos en el modo subjuntivo (mandatos, expresión de posibilidad). f. Aseguran la concordancia entre sujeto-verbo y pronombre-antecedente.* Reconocen el uso de formas verbales formales e informales (tú-usted, ustedes). g. Forman y usan adjetivos y adverbios en sus tres grados: positivo, comparativo, superlativo, en concordancia a lo que modifican (ejemplo: Juan es alto; Pedro es más alto que Juan; Pedro es altísimo). h. Usan las conjunciones coordinadas y subordinadas. i. Forman oraciones simples, compuestas y complejas	• I can use proper English grammar when writing or speaking. a. I can identify nouns (person, place, thing, idea) and pronouns (a word that takes the place of a noun) and explain what they do in a sentence. a. I can identify verbs (an action) and explain what they do in a sentence. a. I can identify adjectives (words that add meaning to a noun or pronoun) and explain what they do in a sentence. a. I can identify adverbs (a word that adds meaning to a verb) and explain what they do in a sentence. b. I can create and use regular plural nouns (boy, boys) correctly. b. I can create and use irregular plural nouns (mouse, mice) correctly. c. I can use abstract nouns (nouns that identify an idea, feeling, emotion; ex.: childhood) correctly. d. I can create and use regular verbs (walk, walks, walking). d. I can create and use irregular verbs (run, ran). e. I can create and use simple verb tenses (past, present, future). f. I can define the subject and the verb in a sentence. f. I can use a singular subject with a singular verb. f. I can use a plural subject with a plural verb. g. I can create and use comparative and superlative adjectives (more, most; -er, -est). g. I can create and use comparative and superlative adverbs. h. I can use coordinating conjunctions (for, and, nor, but, or, yet, so). h. I can use subordinating conjunctions (after, because, if, since, while). i. I can create simple sentences (ex.: Sue walks to school.). i. I can create compound sentences (ex.: Sue walks to school and her dog follows her.). i. I can create complex sentences (ex.: When Sue took the dog home, she was late for school.).
3.L.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. d. Form and use possessives.	3.L.2. Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía. a. Emplean la mayúscula solo en la primera letra de la primera palabra en títulos. b. Usan comas al escribir una dirección. c. Usan el guión largo para indicar los diálogos. d. Usan la preposición “de” para indicar el posesivo.	a. I can identify and demonstrate how to use capitalization in titles. b. I can use commas in addresses. c. I can use commas and quotation marks in dialogue. d. I can form and use possessives. d. I can define possessives and form singular and plural possessive nouns and pronouns.



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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.	e. Usan ortografía convencional para palabras de uso frecuente y para otras palabras ya estudiadas y para añadir sufijos a palabras base (ejemplo: infinitivos: sentarse, verme, verlo; gerundios: sentándose, viéndolo; mandatos: dámelo, siéntate). f. Usan patrones de ortografía y generalizaciones al escribir las palabras (ejemplo: familias de palabras, ortografía basada en la posición, patrones silábicos, reglas para concluir, partes significativas de la palabra). g. Consultan materiales de referencia, incluyendo diccionarios básicos, según sea necesario para revisar y corregir la ortografía o consultar traducciones.	e. I can use conventional spelling for high-frequency words when adding suffixes to base words. e. I can spell high-frequency words correctly. e. I can identify base words. f. I can use spelling patterns and generalizations to write words correctly. g. I can use dictionaries to identify the correct spelling/incorrect spelling of words.
3.L.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.	3.L.3. Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar. a. Eligen palabras y frases para causar el efecto deseado.* b. Reconocen y observan las diferencias entre las normativas del español oral y el escrito	a. I can choose words and phrases for effect (to create interest). b. I can recognize and find the differences between spoken and written English.
3.L.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. 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). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3.L.4. Determinan y aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en lecturas y contenido académico de tercer grado, eligiendo con flexibilidad entre una serie de estrategias. a. Usan el contexto de la oración como una clave para entender el significado de palabra o frase. b. Determinan el significado de una palabra nueva formada cuando un afijo conocido se añade a una palabra conocida (ejemplo: agradable/desagradable, cómodo/incómodo, cuidado/descuidado, calentar/ precalentar). c. Usan la raíz de una palabra conocida como clave para entender el significado de una palabra desconocida con la misma raíz (ejemplo: compañía, compañero). d. Usan glosarios y diccionarios básicos, tanto impresos como digitales, para determinar o aclarar el significado preciso de palabras y frases clave.	a. I can use context clues to determine the meaning of unknown words or phrases in a sentence. b. I can determine the meaning of a word formed when an affix (ex.: un-, dis-, -able, -less) is added. c. I can use a known root word as a clue to the meaning of an unknown word with the same root (ex.: beauty, beautiful). d. I can use glossaries and dictionaries, both print and digital (spell-check, online dictionaries, etc.), to determine the meaning of key words.
3.L.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral 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).	3.L.5. Demuestran comprensión de las relaciones entre las palabras y de los matices de significado. a. Distinguen en contexto el significado literal y el no literal de las palabras y frases, incluyendo el significado particular de palabras en modismos (ejemplo: Tomar medidas. Está lloviendo a cántaros). b. Identifican las conexiones en la vida real entre las palabras y su uso (ejemplo: describen a personas que son simpáticas o serviciales). c. Distinguen los matices de significado entre palabras relacionadas que describen estados de ánimo o grados de certeza (ejemplo: sabía, creía, sospechaba, se preguntaba); y el uso del modo subjuntivo para expresar duda.	a. I can identify literal and nonliteral (ex.: take steps, piece of cake) meanings in context. a. I can explain the difference between literal and nonliteral phrases. b. I can identify connections between real-life examples to words/phrases. c. I can recognize words that have similar meanings and choose the word that best describes the mood/state-of-mind (ex.: cry, wailing, bawling, sobbing).
3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases,	3.L.6. Aprenden y utilizan con precisión palabras y frases de conversación, de contexto académico general y de dominio específico, adecuadas al nivel de grado, incluyendo las que señalan	• I can acquire and use grade-level appropriate words in my reading, writing, and speaking.



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including those that signal spatial and temporal relationships (e.g., After dinner, that night, we went looking for them).

las relaciones entre espacio y tiempo (ejemplo: esa noche, después de cenar, fuimos a buscarlos).

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