

Correlations between

**California English Language Arts Standards  
for Grade 3**

and

*Seeds of Science/Roots of Reading*<sup>®</sup>

Integrated Science and Literacy Units

California English/Language Arts Standards – 3rd Grade

California English/Language Arts Standards – 3rd Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
<b>Reading</b>												
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>												
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.												
<i>Decoding and Word Recognition</i>												
1.1 Know and use complex word families when reading (e.g., <i>-ight</i> ) to decode unfamiliar words.	●	●	●	●	●	●	●	●	●	●	●	●
1.2 Decode regular multisyllabic words.	●	●	●	●	●	●	●	●	●	●	●	●
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	●	●	●	●	●	●	●	●	●	●	●	●
<i>Vocabulary and Concept Development</i>												
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.												
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/ mammal/ animal/ living things</i> ).	●	●	●	●	●	●	●	●	●	●	●	●
1.6 Use sentence and word context to find the meaning of unknown words.	●	●	●	●	●	●	●	●	●	●	●	●
1.7 Use a dictionary to learn the meaning and other features of unknown words.	●	●	●	●	●	●	●	●	●	●	●	●
1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i> ) and suffixes (e.g., <i>-er, -est, -ful</i> ) to determine the meaning of words.												

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**2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

*Structural Features of Informational Materials*

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
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*Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2.3 Demonstrate comprehension by identifying answers in the text.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	●●	●	●	●	●●	●	●	●	●	●	●	●
2.5 Distinguish the main idea and supporting details in expository text.	●	●	●	●	●	●	●	●	●	●	●	●
2.6 Extract appropriate and significant information from the text, including problems and solutions.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	●	●	●●	●	●	●	●	●	●	●	●	●●

**3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

*Structural Features of Literature*

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3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	●	●	●	●	●	●	●	●	●	●	●	●
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>												
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.												
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.												
3.4 Determine the underlying theme or author's message in fiction and nonfiction text.												
3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.												
3.6 Identify the speaker or narrator in a selection.												
<b>Writing</b>												
<b>1.0 Writing Strategies</b>												
Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).												
<i>Organization and Focus</i>												
1.1 Create a single paragraph:												
a. Develop a topic sentence.	●●	●●	●	●●	●●	●●	●●	●	●●	●●	●●	●
b. Include simple supporting facts and details.	●●	●●	●	●●	●●	●●	●●	●	●●	●●	●●	●
<i>Penmanship</i>												

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1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	●●	●	●	●	●	●	●	●	●	●	●	●
<i>Research</i>												
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	●●	●●	●●		●●	●●		●●	●●	●●		●●
<i>Evaluation and Revision</i>												
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	●	●	●	●	●	●	●	●	●	●	●	●
<b>2.0 Writing Applications (Genres and Their Characteristics)</b>												
Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.												
Using the writing strategies of grade three outlined in Writing Standard 1.0, students:												
2.1 Write narratives												
a. Provide a context within which an action takes place.												
b. Include well-chosen details to develop the plot.												
c. Provide insight into why the selected incident is memorable.												
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	●●	●	●	●	●	●	●	●●●	●	●●●	●	●
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,												

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and signature.												
<b>Written and Oral English Language Conventions</b>												
The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.												
<b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a command of standard English conventions appropriate to this grade level.												
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	●	●	●	●	●	●	●	●	●	●	●	●
<i>Grammar</i>												
1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	●	●	●	●	●	●	●	●	●	●	●	●
1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.	●	●	●	●	●	●	●	●	●	●	●	●
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.	●	●	●	●	●	●	●	●	●	●	●	●
<i>Punctuation</i>												
1.5 Punctuate dates, city and state, and titles of books correctly.												
1.6 Use commas in dates, locations, and addresses and for items in a series.												
<i>Capitalization</i>												
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.												

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<i>Spelling</i>												
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	●	●	●	●	●	●	●	●	●	●	●	●
1.9 Arrange words in alphabetic order.	●	●	●	●	●	●	●	●	●	●	●	●
<b>Listening and Speaking</b>												
1.0 Listening and Speaking Strategies												
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.												
<i>Comprehension</i>												
1.1 Retell, paraphrase, and explain what has been said by a speaker.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
1.3 Respond to questions with appropriate elaboration.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).												
<i>Organization and Delivery of Oral Communication</i>												

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1.5 Organize ideas chronologically or around major points of information.	●●	●●	●	●	●●	●	●	●●	●●	●	●	●
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	●	●	●	●	●	●	●	●	●	●	●	●
1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	●●	●	●	●	●	●	●	●	●	●	●	●
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	●	●	●	●	●	●	●	●	●	●	●	●
<i>Analysis and Evaluation of Oral and Media Communications</i>												
1.10 Compare ideas and points of view expressed in broadcast and print media.												
1.11 Distinguish between the speaker's opinions and verifiable facts.	●	●	●	●	●	●	●	●	●	●	●	●
<b>2.0 Speaking Applications (Genres and Their Characteristics)</b>												
Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.												
Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:												
2.1 Make brief narrative presentations:												
a. Provide a context for an incident that is the subject of the presentation.												
b. Provide insight into why the selected incident is memorable.												
c. Include well-chosen details to develop character, setting, and plot.												

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2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.												
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.												

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