

Communicating with Empathy Unit Standards Key

Grade 3 • Ages 8-9

COMMON CORE STANDARDS

(www.corestandards.org)

1. Reading: Informational Texts

CCSS.ELA-Literacy.RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RI.3.7: 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).

2. Writing

CCSS.ELA-Literacy.W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.7: Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.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.

3. Speaking & Listening

CCSS.ELA-Literacy.SL.3.1: 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 ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1b: 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).

CCSS.ELA-Literacy.SL.3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1d: Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.2: 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.

CCSS.ELA-Literacy.SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-Literacy.SL.3.4: 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.

4. Language

CCSS.ELA-Literacy.L.3: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

COLORADO P-12 ACADEMIC STANDARDS <http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

1. Comprehensive Health

Standard 3: Emotional and Social Wellness in Health Grade Level Expectation (GLE) 2. Demonstrate interper-

sonal communication skills to support positive interactions with families, peers, and others Evidence Outcome (EO): Students can: b. Describe positive ways to show care, consideration, and concern for others Inquiry Question (IQ) 3: What do I say if someone makes me feel bad?

Standard 4: Prevention and Risk Management Grade Level Expectation (GLE) 2. Describe pro-social behaviors that enhance healthy interactions with others Evidence Outcomes (EO): Students can: a. Give examples of pro-social behaviors such as helping others, being respectful of others, cooperation, consideration, self-control, and not teasing others b. Describe some of the ways that young children can be helpful intentionally

2. Reading, Writing and Communicating

Standard 1. Oral Expression and Listening Grade Level Expectation (GLE) 2: Successful group activities need the cooperation of everyone. Evidence Outcomes (EO): Students can: a. 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 b. 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 c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Standard 2. Reading for all Purposes Grade Level Expectation (GLE): 2. Comprehension strategies are necessary when reading informational or persuasive text Evidence Outcomes (EO): Students can: a. Use Key Ideas and Details to: i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

Standard 3: Writing and Composition Grade Level Expectation (GLE):

Communicating with Empathy Unit Standards Key

Grade 3 • Ages 8-9

2. A writing process is used to plan, draft, and write a variety of informational texts Evidence Outcomes (EO): Students can: a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Write descriptive poems using figurative language

Standard 4: Research and Reasoning Grade Level Expectation (GLE): 1. Researching a topic can often be done with others Evidence Outcomes (EO): Students can: a. Conduct short research projects that build knowledge about a topic b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. c. Interpret and communicate the information learned by developing a brief summary with supporting details d. Develop supporting visual information (charts, maps, illustrations, models) e. Present a brief report of the research findings to an audience

3. Social Studies

Standard 2. Geography Grade Level Expectation (GLE): 2. The concept of regions is developed through an understanding of similarities and differences in places Evidence Outcomes (EO): Students can: a. Observe and describe the physical characteristics and the cultural and human features of a region b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms c. Give examples of places that are similar and different from a local region d. Characterize regions using different types of features such as physical, political, urban and rural

OTHER STANDARDS MET

21st Century Skills (www.p21.org)

Learning and Innovation Skills a. Critical Thinking: Reason effectively, make judgments and decisions, solve problems b. Communicate clearly and collaborate with others c. Creativity and Innovation: Think creatively and work creatively with others

Life and Career Skills a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners b. Social and Cross-Cultural Skills: Interact effectively with others c. Productivity and Accountability: Manage projects and produce results d. Responsibility: Be responsible to others

Social and Emotional Standards (www.casel.org)

Social Awareness

Relationship Skills

Self Awareness