

# Feelings and Emotions Unit Standards Key

## Grade 3 • Ages 8-9

### COMMON CORE STANDARDS

([www.corestandards.org](http://www.corestandards.org))

#### 1. Reading: Literature

CCSS.ELA-Literacy.RL.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.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.

CCSS.ELA-Literacy.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

#### 1. Writing

CCSS.ELA-Literacy.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

CCSS.ELA-Literacy.W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2b: Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2d: Provide a concluding statement or section.

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.

#### 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 others' 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.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### 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): 1. Utilize knowledge and skills to treat self and others with care and respect Evidence Outcome (EO): Students can: f. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others Grade Level Expectation (GLE): 2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others Evidence Outcome (EO): Students can: a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way

Standard 4: Prevention and Risk Management Grade Level Expectation (GLE): 2. Describe pro-social behaviors that enhance healthy interactions with others Evidence Outcome (EO): Students can: c. Describe the importance of self-control and ways to manage anger

#### 2. Reading, Writing and Communicating

Standard 1. Oral Expression and Listening Grade Level Expectation (GLE): 1. Oral communication is used both informally and formally Evidence Outcomes (EO): Students can: b. Speak clearly, using appropriate volume and pitch for the purpose and audience f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details

Grade Level Expectation (GLE): 2. Successful group activities need the cooperation of everyone Evidence Outcomes (EO): Students can: a.

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Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) 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):

1. Strategies are needed to make meaning of various types of literary genres 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 ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting) iii. 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 iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Grade Level Expectation (GLE): 2. Comprehension strategies are necessary when reading informational or persuasive text Evidence Outcome (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): 1. A writing process is used to plan, draft, and write a variety of literary genres Evidence Outcomes (EO): Students can: a. Write opinion pieces on topics or texts, supporting a point of view with reasons b. Write narratives to develop

real or imagined experiences or events using effective technique, descriptive details, and clear event sequences c. Write descriptive poems using figurative language Grade Level Expectation (GLE): 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. i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images) iii. Develop the topic with facts, definitions, and details iv. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information v. Provide a concluding statement or section

### OTHER STANDARDS MET

#### 1. 21st Century Skills ([www.p21.org](http://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

#### 1. Social and Emotional Standards ([www.casel.org](http://www.casel.org))

Self-awareness

Self-management

Responsible Decision Making