

# Communicating with Empathy Unit Standards Key

## Grade 3 • Ages 8-9

### COMMON CORE STANDARDS

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

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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](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

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

Social Awareness

Relationship Skills

Self Awareness