

How I Treat Myself and Others Matters 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.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

2. 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.3.7: 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 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 Outcomes (EO): Students can: d. Discuss the importance of thinking about the effects of one's actions on other people g. Express intentions to treat self and others with care and respect Grade Level Expectation (GLE) 2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others Evidence Outcomes (EO): Students can: c. Identify how to show respect for individual differences

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: 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): 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. 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

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Standard 2: Reading for all Purposes
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, for the answers ii. Determine the main idea of a text; recount the key details and explain how they support the main idea iii. 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

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 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, ideas within categories of information v. Provide a concluding statement or section Grade Level Expectation (GLE): 2. A writing process is used to plan, draft, and write a variety of informational texts Evidence Outcome (EO): Students can: a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

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: Civics Grade Level Expectation (GLE): 2. Respecting the views and rights of others is a key component of a democratic society Evidence Outcome (EO): Students can: a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner

OTHER STANDARDS MET

1. 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

2. Social and Emotional Standards (www.casel.org)

Social Awareness

Relationship Skills

Self Awareness