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SUBJECT AREA CONNECTION: English Language Arts **DATE:** December 8, 2014 **AUTHOR:** Jennifer Webb **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		3rd Grade Content Standard
Develop a positive self-concept	Self-Awareness	<p>Self Awareness can be supported through the following standards:</p> <ul style="list-style-type: none"> • 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). • SL.3.1d-Explain their own ideas and understanding in light of the discussion.
	Sense of self as competent and capable	<p>Sense of self as competent and capable can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.3.1-Write opinion pieces on topics or texts, supporting a point of view with reasons. • W.3.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • W.3.1a-Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • W.3.1b-Provide reasons that support the opinion. • 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. • 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). • SL.3.1c-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • SL.3.1d-Explain their own ideas and understanding in light of the discussion. • SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • SL.3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • L.3.6-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Develop a positive attitude toward learning	Sense of self as a learner	Sense of self as a learner can be supported through the following standards:
		<ul style="list-style-type: none"> • RL.3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. • RI.3.10-By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. • W.3.4-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • W.3.7-Conduct short research projects that build knowledge about a topic. • 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. • SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • L.3.2g-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Curiosity and initiative	Curiosity and initiative can be supported through the following standards:
		<ul style="list-style-type: none"> • RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI.3.5-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • RF.3.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • W.3.7-Conduct short research projects that build knowledge about a topic. • SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • SL.3.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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	Cooperation during learning experiences	<p>Cooperation during learning experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • 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. • SL.3.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • 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). • SL.3.1c-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • SL.3.1d-Explain their own ideas and understanding in light of the discussion. • SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • SL.3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Identify and understand emotions of self and others	Identifying and Understanding Emotions	<p>Identifying and understanding emotions can be supported through the following standards:</p> <ul style="list-style-type: none"> • 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. • RL.3.7-Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • W.3.3b-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • 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. • L.3.3a-Choose words and phrases for effect. • L.3.5-Demonstrate understanding of figurative language, word relationships and nuances in word meanings. • L.3.5b-Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • L.3.5c-Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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	Empathy	<p>Empathy can be supported through the following standards:</p> <ul style="list-style-type: none"> • 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. • RL.3.7-Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • W.3.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • W.3.3b-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • 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. • 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).
Develop positive interpersonal relationships	Social Awareness and Interpersonal Skills	<p>Social Awareness and Interpersonal Skills can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • 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. • SL.3.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • 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). • SL.3.1c-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • SL.3.1d-Explain their own ideas and understanding in light of the discussion. • SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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	Responsible decision making and social problem solving	Responsible decision making and social problem solving can be supported through the following standards:
		<ul style="list-style-type: none"> • 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. • 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. • 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). • SL.3.1c-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • SL.3.1d-Explain their own ideas and understanding in light of the discussion.
	Conflict Resolution	Conflict Resolution can be supported through the following standards:
		<ul style="list-style-type: none"> • 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. • SL.3.1a-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • 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). • SL.3.1c-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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Executive Function	Working Memory and Meta-cognition	<p>Working Memory & Meta-cognition can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 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. • RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea. • 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. • RF.3.4-Read with sufficient accuracy and fluency to support comprehension. • RF.3.4b-Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • RF.3.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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).
	Cognitive Flexibility	<p>Cognitive Flexibility can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	Self-regulation of impulses and emotional reaction	<p>Self-regulation of impulses and emotional reaction can be supported through the following standards:</p> <ul style="list-style-type: none"> • 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).
	Managing attention and behavior	<p>Managing attention and behavior can be supported through the following standards:</p>
		<ul style="list-style-type: none"> • W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • W.3.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Logic and Reasoning	Critical and analytical thinking	<p>Critical and analytical thinking can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.3.7-Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • RL.3.9-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea. • 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. • RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic. • W.3.1-Write opinion pieces on topics or texts, supporting a point of view with reasons. • W.3.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • 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. • SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • SL.3.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	Applying known information to new experiences	<p>Applying known information to new experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.3.6-Distinguish their own point of view from that of the narrator or those of the characters. • W.3.7-Conduct short research projects that build knowledge about a topic. • 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. • 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.

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	Reasoning and problem solving	<p>Reasoning and problem solving can be supported through the following standards:</p> <ul style="list-style-type: none"> • 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. • RL.3.6-Distinguish their own point of view from that of the narrator or those of the characters. • RL.3.7-Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • RL.3.9-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). • 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. • RI.3.6-Distinguish their own point of view from that of the author of a text. • RI.3.9-Compare and contrast the most important points and key details presented in two texts on the same topic. • 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.
Symbolic Representation	Symbolic representation	<p>Symbolic representation can be supported through the following standards:</p>

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	Pretend or symbolic play	Pretend or symbolic play can be supported through the following standards:
		N/A

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