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# Common Core State Standards Correlations

Each lesson meets one or more of the following Common Core State Standards © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

LITERATURE STANDARDS	First Pages of Lessons
<b>Key Ideas and Details</b>	
<b>ELA.RL.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	111, 113, 134
<b>ELA.RL.3.3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	111, 113, 126, 134
<b>Craft and Structure</b>	
<b>ELA.RL.3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	113, 119, 126
<b>ELA.RL.3.5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	113, 131
<b>ELA.RL.3.6:</b> Distinguish their own point of view from that of the narrator or those of the characters.	113, 134
INFORMATIONAL TEXT STANDARDS	First Pages of Lessons
<b>Key Ideas and Details</b>	
<b>ELA.RI.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	26, 30, 36, 66, 74, 84
<b>ELA.RI.3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	43, 49, 57, 66, 78, 84, 101
<b>ELA.RI.3.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	78



# Common Core State Standards Correlations *(cont.)*

INFORMATIONAL TEXT STANDARDS	First Pages of Lessons
<b>Craft and Structure</b>	
<b>ELA.RI.3.5:</b> Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	69, 94
<b>ELA.RI.3.6:</b> Distinguish their own point of view from that of the author of a text.	26, 30, 36, 84, 101
<b>Integration of Knowledge and Ideas</b>	
<b>ELA.RI.3.7:</b> 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).	69, 78, 94
<b>ELA.RI.3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	36, 43, 49, 78, 84
<b>ELA.RI.3.9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	69, 119
WRITING STANDARDS	First Pages of Lessons
<b>Text Types and Purposes</b>	
<b>ELA.W.3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. <b>a.</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <b>b.</b> Provide reasons that support the opinion. <b>c.</b> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons. <b>d.</b> Provide a concluding statement or section.	26, 39, 43, 49, 57
<b>ELA.W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>a.</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <b>b.</b> Develop the topic with facts, definitions, and details. <b>c.</b> Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information. <b>d.</b> Provide a concluding statement or section.	66, 69, 74, 78, 84, 94, 101, 104, 107, 119



# Common Core State Standards Correlations *(cont.)*

WRITING STANDARDS	First Pages of Lessons
<b>Text Types and Purposes</b>	
<b>ELA.W.3.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  <b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  <b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <b>c.</b> Use temporal words and phrases to signal event order.  <b>d.</b> Provide a sense of closure.	113, 116, 119, 124, 126, 131, 134, 139
<b>Production and Distribution of Writing</b>	
<b>ELA.W.3.4:</b> 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.)	43, 57, 69, 74, 78, 84, 94, 104, 107, 111, 116, 124, 131, 139
<b>ELA.W.3.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 here.)	94, 104, 107, 116, 126, 139
<b>ELA.W.3.6:</b> 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.	69, 78, 94, 104, 116, 124, 139
<b>Research to Build and Present Knowledge</b>	
<b>ELA.W.3.7:</b> Conduct short research projects that build knowledge about a topic.	84, 94, 104
<b>ELA.W.3.8:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	66, 69, 74, 84, 104, 116, 124
<b>Range of Writing</b>	
<b>ELA.W.3.10:</b> 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.	101, 104, 107, 139



# Common Core State Standards Correlations *(cont.)*

SPEAKING & LISTENING STANDARDS	First Pages of Lessons
<b>Comprehension and Collaboration</b>	
<b>ELA.SL.3.1:</b> 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>a.</b> 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.  <b>b.</b> 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).  <b>c.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  <b>d.</b> Explain their own ideas and understanding in light of the discussion.	26, 36, 49, 57, 66, 69, 74, 78, 84, 101, 107, 111, 116, 119, 124, 131, 134, 139
<b>ELA.SL.3.2:</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.	94, 134
<b>ELA.SL.3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	69, 107, 111, 119, 124, 134, 139
<b>Presentation of Knowledge and Ideas</b>	
<b>ELA.SL.3.4:</b> 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.	94, 116, 124, 126, 139
<b>ELA.SL.3.5:</b> 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.	104, 124, 126, 139
<b>ELA.SL.3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	57, 84, 94, 107, 111, 116, 119, 124, 131, 139



# Common Core State Standards Correlations *(cont.)*

LANGUAGE STANDARDS	First Pages of Lessons
<b>Conventions of Standard English</b>	
<b>ELA.L.3:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	57, 104, 116, 119, 126, 134, 139
<b>ELA.L.3.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	57, 94, 104, 139
<b>Knowledge of Language</b>	
<b>ELA.L.3.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.	43, 57, 66, 74, 84, 94, 104, 107, 116, 124, 126, 131, 134, 139
<b>Vocabulary Acquisition and Use</b>	
<b>ELA.L.3.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  <b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	17, 26, 36, 66, 78, 84, 94, 126
<b>ELA.L.3.5:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  <b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  <b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).	36, 57, 94, 104, 116, 119, 131, 134, 139
<b>ELA.L.3.6:</b> 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., <i>After dinner that night we went looking for them</i> ).	17, 57, 69, 84, 94, 104, 107, 119, 126, 131, 134, 139



## Understanding the Standards: Introductory Q & A

Use the following Q & A as a guide for understanding general features of the Common Core State Standards.

### ***Why Common Core?***

- The Common Core State Standards were developed to match the amount of time needed for instruction with the available instructional time.
- Curriculum development closely follows the development of the standards.
- Expectations for students are derived from the knowledge and skills required to be college- or career-ready.
- Standards, curriculum, and assessment materials can be shared among states.
- They provide information and agreement on what students should learn in core academic disciplines.
- They provide an essential set of knowledge and skills students are expected to learn.
- There is accountability to meet student learning needs.
- There is agreement in what students need to learn and know from one grade level to the next and across school districts or states in a highly mobile society.
- All teachers are now responsible for literacy, not just language arts teachers.

### ***How are the new standards different from previous standards?***

- The Common Core State Standards are based on internationally benchmarked standards.
- They emphasize creativity, collaboration, critical thinking, presentation and demonstration, problem solving, research and inquiry, and career readiness. They also encourage the use of technology.
- The majority of states have adopted the Common Core State Standards, resulting in uniform expectations for student learning across the country.

### ***What will students learn?***

- The Common Core State Standards for English Language Arts set forth expectations for students in reading, writing, speaking & listening, and language.
- Common Core instruction and activities give students opportunities to practice and apply what they are learning.
- Students apply standards from each of the four areas as they learn concepts and content across subject areas. The standards for reading and writing, for example, are meant to be applied to content areas, such as science and social studies.
- Common Core instruction shifts the focus from students learning skills or mastering standards in isolation to group collaboration.





# State an Opinion

## Objective

Given the opportunity to formulate opinions and ask questions about others' opinions, students will understand what stating an opinion means by answering questions to refine their own opinions.

**Vocabulary:** context, stand (as in take a position or express an opinion)

## Materials

- grapes and raisins, enough for each student to receive a small sample; alternatively, pictures of grapes and raisins
- chart paper or overhead transparency and appropriate markers
- "Parent Note" (page 41), one copy per student (optional)
- "Stating My Opinion" (page 42), one copy for class display

## Preparation

1. Send home the "Parent Note" (page 41) prior to the lesson if using actual food items.
2. Prepare "Stating My Opinion" (page 42) for class display on chart paper, overhead transparency, or interactive whiteboard file.

## Opening

1. Display items related to the topic of food preference, including clusters of grapes, small boxes of raisins, or pictures of grapes and raisins.
2. Have students sample or observe each food and write one sentence stating an opinion, or what they think, about one or both items.
3. As time allows, invite students to share their opinions.

## Directions

1. Use the "Stating My Opinion" (page 42) diagram to teach students how to state their opinions orally and in writing. Explain phrases such as "taking a stand" (*to take a position on an issue or express an opinion*) as necessary.
2. Direct students to consider the topic from the Opening activity (grapes and/or raisins) or another topic from current studies about which you would like your students to form opinions.
3. Have students write three questions to ask about a partner's opinion.
4. Students will then swap questions with partners and answer the questions from their partners. This will help students clarify their own opinions.
5. Allow students time to discuss their questions and answers with their partners in preparation for the Closing activity.





## State an Opinion *(cont.)*

### Closing

Have students use what they learned in the “Introduce the Topic” lesson (page 36) to introduce a classmate’s opinion.

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### Extension

Have students present their own opinions in opposition to their partner’s opinion as practice in stating two sides of an argument.

### Interactive Whiteboard Option

Scan and save “Stating My Opinion” (page 42) into an interactive whiteboard file. If desired, start with a blank page and add clip art to illustrate each point as you explain it to the class. Incorporate shapes and color as appropriate.

### ELL Tip

Provide students with one or more questions, depending on their ability, written by classmates. Have students write simple sentences in answer to a question to state their opinions. Assist students with stating what they think orally before writing on paper. Provide assistance as needed with writing simple sentences.

### Assessment Plan

Ask questions to help students monitor their thinking and to evaluate their understanding of the formation of opinions to use in argumentative writing. Review concepts from previous lessons if necessary before moving on to discuss the structure of argumentative writing.

- How do you know this is an opinion and not a fact? (e.g., *A fact can be proved; an opinion cannot be proved.*)
- What is the situation or context of the topic? (Answers will vary; e.g., *Different people have different food preferences.*)
- What do you think or believe about this subject? (*Answers will vary.*)
- In what way have you expressed your opinion? (e.g., *I have said which item I like better, and I have given a reason why.*)
- Why do you think this about this topic? (e.g., *I like fresh fruit better because it is juicy.*)
- What about your statement might capture a reader’s attention? (e.g., *The reader might have had the same experience I have had.*)



## Stating My Opinion



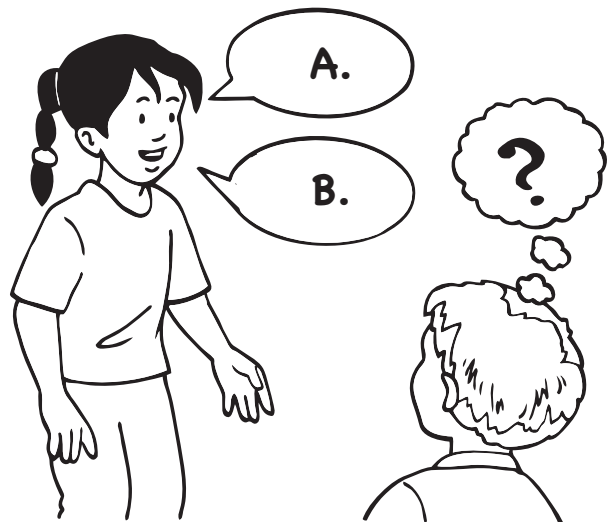
1. Let your readers know your stance on the issue.



2. Grab your readers' attention.



3. State the situation and its context and your opinion of the matter.



4. You may present both sides of the argument to let your reader decide. You might want to use a question to draw in the reader.