GRADE 3

Objective: Students will be able to:
- Describe the importance of being aware of one’s own feelings and being sensitive to the feelings of others.
- Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way.
- Describe the importance of self-control and ways to manage anger.
- Explain how being positive can help show kindness toward themselves and others.

Kindness Definition: Kindness means being friendly, generous or considerate to ourselves and others through our words and actions.

Kindness Concepts: Responsibility, Self-Discipline

LESSON ACTIVITIES

Feelings Game, pp. 3-4
(15 minutes)

How Did I Feel? Activity, pp. 5-6
(20 to 25 minutes)

Filling Your Tank Activity, pp. 7-10
(30 minutes)

How Do They Feel? Literature Connection, pp. 11-12
(5 minutes to explain, multi-week project)

Home Extension Activity, p. 13-14

LESSON MATERIALS

- Feelings statements (provided), cut apart before class
- Hat or basket

- How Did I Feel? worksheet, one for each student
- Kindness meter, one for each student (provided)

- Three large self-adhesive poster sheets, with the following phrases written one on each sheet: Hurtful Ways to Respond; Ways to Calm Down and Focus; Working Through Negative Feelings
- Ways to Respond to Anger or other Hurtful Feelings, one copy for teacher
- Kindness Meter, cut out and assembled before class
- Tape

- List of books or short stories from your classroom library (or that relate to a curricular unit) where characters show a variety of emotions in response to challenging situations
- Book Report Guide, one for each student

- Take home activity, one sheet for each student

QUESTIONS? CONTACT: TeacherHelp@RandomActsofKindness.org
LESSON NOTES

• The activities in this lesson focus on a central theme and connect to different curriculum areas. Lesson activities use a variety of modalities to address different learning styles and build on each other.

• Each activity includes evaluation questions to help determine how well students have internalized the lesson objective. You can discuss the questions as a class, have students work with a partner or a small group, or have students write responses in their RAK journal.

• The activities also incorporate key kindness concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the Kindness Concept Posters during the unit. See the RAK Teacher Guide for more information about using kindness concepts to create a healthy classroom environment and help students develop pro-social behaviors.

• Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.

• The Kindness Tool Kit is another way to meet the needs of diverse learners. See the RAK Teacher Guide for how to create and use this tool kit.

• RAK also has developed Focusing Strategies and Problem-Solving Strategies to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships, and community. See the RAK Teacher Guide for more information about incorporating those strategies into the lesson.

• Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.

• This lesson includes a home extension activity, which may be sent home at any time during the unit.

• The Common Core and Colorado P-12 Academic Standards met in this lesson are listed after the activity title. Key is provided on pages 15-18.

SUGGESTED INTRODUCTION TO UNIT

Teacher says: “For the next few days, we are going to talk about feelings, what it means to be sensitive to others’ feelings, and how to communicate our feelings in a healthy way. Can someone give me an example of how you communicate feelings in a positive way?” Allow students time to respond. You can also use this time to introduce the Kindness Concepts (responsibility, self-discipline) and create community definitions for these concepts or share the definitions listed below. Consider using the Kindness Concept Posters for responsibility and self-discipline as a way to reinforce learning.

VOCABULARY WORDS FOR UNIT

Responsibility: Doing what you need to do.
Self-Discipline: Controlling what you do or say so you don’t hurt yourself or others.
FEELINGS GAME (15 minutes)

LESSON MATERIALS
- Feelings statements (p. 4), cut apart before class
- Hat or basket
- Kindness Concept Posters for Responsibility, Self-Discipline

STANDARDS MET
Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 2, 3, 6;
CCSS.ELA-Literacy.L.3.2, CCSS.ELA-Literacy.W.3.1
Colorado: Comprehensive Health S.3, GLE.1, EO.f;
Reading, Writing and Communicating S.1, GLE.1, EO.b,
t,g; S.1, GLE.2, EO.a,b,c; S.3, GLE.1, EO.a

DESCRIPTION
1. Hold up a hat in one hand and a folded up “feeling statement” in the other hand. Say: “On these pieces of paper are different situations. I am going to stuff these pieces of paper into the hat. Now, I will need a volunteer to come up to the front, draw one of the papers out of the hat, and read the statement to the class while showing the emotion written on the paper. Don’t say the emotion, only act it out, and the more dramatic the better! The rest of the class will guess what feeling or emotion you are showing. The person acting out the emotion will call on someone to respond.”

2. Model an example before beginning the game: “My brother told me that I am really good at soccer.” (said proudly)

3. Choose a volunteer to come up front and have them read the statement showing the emotion on the paper. Make sure someone raises their hand to be called on. The person who answers correctly gets to pull the next statement out of the hat. Play as many rounds as you want.

4. Allow students to think of their own statements and an emotion, and act it out for the class.

5. After the game, ask the following questions:
   1. Was it easy or difficult to guess the emotions of your classmates?
   2. Do you think that it is always easy to tell how someone is feeling from the way they communicate?
   3. What if you can’t tell how someone is feeling? What could you do to find out? Do you think it would be helpful to ask? Why or why not?

EVALUATION
Teacher asks (or have students write responses in their RAK journals): “Do you think it is easy for you to tell how someone feels from the way they talk? Do you think it is important to pay attention to those clues? Why or why not? Do you think we are responsible for the way we feel? What about the way others feel?”

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Referencing a copy of the Feelings Images sheet from the Feelings and Behavior Kindergarten lesson.
FEELING STATEMENTS

Directions: These statements are designed to help the students identify feelings. Before class, cut apart these statements, fold them, and have them ready to stuff into a hat during the lesson. Instruct the students to read the statements out loud expressing the feeling that is listed.

SAY: “I can’t believe my mom won’t let me play at Lauren’s house!”
(Try to show you are MAD.)

SAY: “My dog died last night. I’ve had him since I was two years old.”
(Try to show you are SAD.)

SAY: “I hate it when I am sleeping and then I hear a noise outside.”
(Try to show you are SCARED.)

SAY: “I just found out that I get to go to an amusement park on Saturday!”
(Try to show you are HAPPY.)

SAY: “I have a math test today on my math facts and I haven’t learned them.”
(Try to show you are ANXIOUS.)

SAY: “Wow! I had no idea you had planned a party for me!”
(Try to show you are SURPRISED.)

SAY: “My friend just told me that she doesn’t want to play with me at recess.”
(Try to show you are UPSET.)
HOW DID I FEEL? ACTIVITY (20 to 25 minutes)

LESSON MATERIALS

- How Did I Feel? worksheet (p. 6), one for each student
- Kindness Concept Posters for Responsibility, Self-Discipline

STANDARDS MET

Common Core: CCSS.ELA-Literacy.L.3.1, 1b-d; CCSS.ELA-Literacy.L.3.2; CCSS.ELA-Literacy.L.3.3, 3.6 Colorado: Comprehensive Health S.3, GLE.1, EO.f; S.3, GLE.2, EO.a; Reading, Writing and Communicating S.1, GLE.1, EO.b, f; S.1, GLE.2, EO.1, b, c, S.3, GLE.1, EO.b, c; S.3, GLE.2, EO.a

DESCRIPTION

1. Teacher says: “From the game that we played, we saw how people might feel in certain situations. You didn’t have a choice about what feeling you were acting out in the game, because you were told to act a certain way. However, in real life we may react in different ways depending on how we feel or what we need at that moment and sometimes we can even choose how we act. If a friend decides they can’t play together with us, we may react in many different ways. What is one way that you might feel if a friend canceled a play date?” Allow students to respond.

2. Hand out the How Do I Feel? worksheet and say: “On the worksheet, I want you to write down a situation at home, with friends or at school that has happened recently, how you felt in that situation, and whether you feel any different now that time has passed. They can be positive or negative experiences. Then write if anyone showed kindness in the situation.”

3. Have the students complete the worksheet independently.

4. Divide students into pairs or into small groups where they will be comfortable sharing and have students discuss their responses.

OPTIONAL WRITING ACTIVITY

Have students write a creative story based on the situation they wrote about while completing the How Did I Feel? activity, adding details, events and characters to make the story interesting, exciting or dramatic as they see fit.

EVALUATION

Teacher asks: “How do you feel when something positive happens? When something negative happens? Can we choose how we feel when something happens to us? Why or why not? If someone is unkind to us, what are ways that we can respond? If someone is kind to us, what are ways that we can respond?”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Using a visual format to answer the questions, such as the one suggested to the right. Have students draw a triangle on an 8 1/2 x 11 paper, and write responses in the suggested format.

2. Being able to dictate their responses to a partner or the teacher.
Directions: In the space below, write about one thing that happened to you in the past week; it can be fun or hard. Then write how it made you feel and whether anyone showed kindness.

Describe something that happened to you at home, with your friends or at school in the past week.

1. What feelings did you have when that happened?

2. Did you feel anything inside your body when that happened?

3. Do you feel differently about it now?

4. Did you or anyone else show kindness?
FILLING YOUR TANK ACTIVITY (30 minutes)

LESSON MATERIALS

• Three large self-adhesive poster sheets, with these phrases written, one on each sheet: Hurtful Ways to Respond; Ways to Calm Down and Focus; Working Through Anger
• Ways to Respond to Anger or other Hurtful Feelings (p. 9), one copy for the teacher
• Kindness Meter (p. 10), cut apart and assemble before class; tape and post on the board
• Kindness Concept Poster: Responsibility, Self-Discipline

STANDARDS MET

Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 2, 3, 6
Colorado: Comprehensive Health S.3, GLE.1, EO.f; S.3, GLE.2, EO.a; S.4, GLE.2, EO.c; Reading, Writing and Communicating S.1, GLE.1, EO.b, t, g; S.1, GLE.2, EO.a,b,c;

RESOURCES

(Adapted from Cool Down and Work Through Anger by Cheri J. Meiners, M.Ed., copyright © 2010. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.)

DESCRIPTION

1. Teacher says: “We have been talking about different ways that we feel. Think about a specific time when something happy or joyful happened to you. How did you act when that happened?” Allow students to respond. “Now think about a specific time when something confusing or upsetting happened to you. How did you act when that happened?” Allow students to respond.

2. Then continue: “It isn’t unusual to feel angry, upset or scared in those situations, and there is nothing wrong with feeling angry. Anger is a natural emotion that we feel. But since it is a strong emotion, it is helpful to find ways to act when we are angry so that our anger doesn’t get out of control. What are some hurtful ways that we act when we are angry or scared? What can we do to stop and calm down so we can handle our anger or fear in a better way?” Write “Hurtful Ways to Respond” on a self-adhesive poster sheet. Allow students to respond or make suggestions from the sheet and discuss responses.

3. Then say: “A helpful thing to do when we are angry is to calm down. It’s hard to talk to somebody about how you feel when you want to yell at or hit the person. Can you think of any ways that can help you calm down when you feel angry?” Write “Ways to Calm Down and Focus when I’m Angry or Upset” on a self-adhesive poster sheet. Allow students to respond or make suggestions from the sheet and discuss responses.

4. Then say: “Once you have calmed down, it is helpful to have some ways to work through the anger. Can anyone suggest some ways to work through anger so you don’t feel so upset anymore?” Write “Ways to Work Through Anger or Fear” on a self-adhesive poster sheet.

5. Then explain: “Now, we are going to do an activity called Filling Your Tank to help us think about how we can respond when we are angry. Let’s start with a question: Does anyone know what the gas gauge on the car shows?” Allow students to respond. “And what happens when the car runs out of gas?” Allow students to respond.

6. Then say, pointing to the Kindness Meter: “Just like a car that is out of gas or empty, when we are feeling angry or upset we might feel kind of empty. Let’s use this Kindness Meter to help
us think about what we can do with our angry or hurt feelings. So when we are feeling sad or angry we may feel like yelling or hurting someone or ourselves with our body or words. Let’s call this being in the RED ZONE (move the arrow to the red area on kindness meter). When we are in the YELLOW ZONE (move the arrow to the yellow area on kindness meter), we might be upset but are trying to calm down and focus so that we don’t feel angry anymore. When we are in the GREEN ZONE (point to the green area) we have figured out how to talk through a problem and are ready to interact with others. Does that make sense? We all have times when we are in the red zone, but then we need to figure out ways to get back to the green zone.”

7. Take down the posters. Then continue: “I am going to read a sentence from the posters and one volunteer at a time will walk to the Kindness Meter and move the arrow to the red, yellow or green zone. If I read a “red” response, suggest another way that someone could act. For example, if I read: “Yell at the person” is that a RED, YELLOW or GREEN response? Why? What’s another way to respond? What can you do to move to a yellow or green zone and respond in a kinder way?” Allow students to respond.

8. Ask for a volunteer to come forward and read a sentence to them from the Ways to Respond to Anger posters or from the sheet provided. Student should walk to the Kindness Meter posted on the board, move the arrow to the red, yellow or green zone. Have the class come up with a way to respond in a kinder way if the sentence is in the red zone.

9. Play the game as long as you like. After finishing, ask the following questions:
   1) Do you think these ways of calming down or dealing with anger could help when you are angry? Why or why not?
   2) What ways do you think you are good at? What ways do you think you need to work on?
   3) What can you do to be in control of how you act when you angry? How you can be responsible for your actions?
   4) What can you do you if your feelings of anger are overwhelming?

EVALUATION

Teacher asks: “Name one way to calm down or work through your anger or other hurtful feelings.”

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

1. Having copies of the Focusing Strategies during the activity.
2. Partnering students to do the activity, particularly if a student has a difficult time doing activities like this alone.
3. Providing copies of the kindness meters for students to keep at their desks; have them write in words or phrases that describe how they feel when they are in the different zones.
WAYS TO RESPOND TO ANGER OR OTHER HURTFUL FEELINGS

HURTFUL WAYS (RED ZONE)

• Hitting or punching
• Yelling
• Biting
• Making mean faces
• Saying “I Hate You”
• Kicking

WAYS TO CALM DOWN AND FOCUS (YELLOW ZONE)

• Count to 10 or take big breaths
• Draw a picture
• Read a book
• Take a walk
• Play a game outside
• Turn on quiet music
• Sing a favorite song to yourself
• Exercise or do stretches
• Walk away until you feel calm
• Squish a stress ball or play dough
• Find a quiet place to think things over
• Try to relax

WAYS TO WORK THROUGH ANGER (GREEN ZONE)

• Talk with and listen to the person who made you angry
• Look at the problem in a different way
• Decide to forget about it and let it go
• Talk to a friend or a trusted adult about it
• Draw a picture or write in a journal
• Forgive that person
• Accept that you can’t change some things
• If appropriate, apologize for getting angry and for your part in the problem
Directions: Cut out the Kindness Meter below and use a brad to attach the arrow to the meter. If desired, color the red zone red, the yellow zone yellow, and the green zone green. You could laminate it or make a larger version.
ACTIVITY

HOW DO THEY FEEL? LITERATURE CONNECTION
(5 minutes to explain, multi-week project)

LESSON MATERIALS
• List of books or short stories from your classroom library (or that relate to a curricular unit) where characters show a variety of emotions in response to challenging situations and demonstrate perseverance in the face of adversity
http://bit.ly/13OgMj
• Book Report Guide (p. 10) one for each student

STANDARDS MET
Common Core: CCSS.ELA-Literacy.RL.3.1, 2, 3; CCSS.ELA-Literacy.SL.3.2, 3, 6; CCSS.ELA-Literacy.W.3.2, 2a-d; CCSS.ELA-Literacy.L.3.1, 3.2
Colorado: Comprehensive Health S.3, GLE.1, EO.f; S.3, GLE.2, EO.a; S.4, GLE.2, EO.c; Reading, Writing and Communicating S.1, GLE.1, EO.b, f, g; S.1, GLE.2, EO.a,b,c; S.2, GLE.1, EO.a-i-v; S.2, GLE.2, EO.a;i; S.3, GLE.2, EO.a

DESCRIPTION
1. Distribute the list of books or short stories that you created before class or have the books or stories available from which students can choose. Explain: “We have talked about how we feel in certain situations and whether we or others showed kindness. Now you are going to pick a book (or short story) and spend the next few weeks (days) reading that book. As you read I want you to answer the questions on the Book Report Guide. After you finish you can choose whether you want to write a report or prepare a short oral presentation about what you learned.”

2. Take time to review the questions:
   1) Keep track of the major events as you read. How do the characters react to these experiences or events? What emotions do they show?
   2) Describe the characters. What kind of a person are they? How do the characters feel about each other? Do they like or dislike each other?
   3) Do the characters change during the story? Do they learn to handle the situations they face?
   4) Do they show kindness to others? If so, did that make a difference in the story?
   5) How would you have chosen to respond if you were in this situation?

3. After they finish the book, have the students prepare a book report or a 3-5 minute oral presentation for the class on their literature selection. This report or presentation would include:
   1) A two or three sentence plot summary
   2) Answers to the questions listed above

4. Allow students who are giving an oral presentation to give it to the class.

EVALUATION
Reports serve as evaluation for how well students understand the connection between feelings and experiences.

TIPS FOR DIVERSE LEARNERS
Students might benefit from:
1. Having a modified worksheet with only questions 1, 4 and 5 if they are slower readers or struggle with complex content.
BOOK REPORT GUIDE

Name: _______________________________

Book title: ______________________________________

1. Keep track of the major events as you read. How do the characters react to these experiences or events? What emotions do they show?

<table>
<thead>
<tr>
<th>Event</th>
<th>Character’s Reaction</th>
<th>Character’s Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

2. Describe the characters. What kind of a person are they? How do the characters feel about each other? Do they like or dislike each other?

3. Do the characters change during the story? Do they learn to handle the situations they face?

4. Do the characters show kindness to others? If so, did that make a difference in the story?

5. How would you have responded if you were in this situation?
HOME EXTENSION ACTIVITY

MATERIALS

Take Home Activity (p. 13), one sheet per student

DESCRIPTION

1. This activity could be done at any point during the unit. Write the return date on the sheet before you distribute it. You may want to distribute the sheet in Friday folders and have it returned on Monday.

2. Hand out the Home Extension Activity and say: “We have been talking about what it means to understand other people’s feelings as well as our own. I want you to talk about these ideas with your parents, a guardian or another adult who cares for you. Please put this in your folder and return by ____________.”

3. The day the students bring back their sheet, ask the following questions:
   1) When you are happy or upbeat, how do you respond to each other at home?
   2) How do you recognize how you feel? In your body? By your thoughts or actions?
   3) When you are upset, what are ways that you respond to each other? Did you talk about other ways to act?
   4) How do you communicate concern to each other at home?
BACKGROUND

As part of the Random Acts of Kindness program, we have been talking in class about how we communicate our feelings to others and how we can be sensitive to other people’s feelings. We have also been talking about how we are responsible for communicating our feelings respectfully and controlling what we do and say.

VOCABULARY WORDS

Responsibility: Doing what you need to do.
Self-Discipline: Controlling what you do or say so you don’t hurt yourself or others.

AT HOME ACTIVITY

Review the vocabulary words listed above. Ask your student what he or she has learned about feelings. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

• How do you recognize how you feel? In your body? By your thoughts or actions?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

• How do you think others know how we feel? Do we tell them? Do we show them?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

• What are some ways that we can learn to manage our anger or negative feelings?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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

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.3.2a**: 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. 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): 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)
   - 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)
   - Self-awareness
   - Self-management
   - Responsible Decision Making