

Project Archaeology: Investigating Shelter
Common Core State Standards 3rd Grade Alignment

May 3, 2013

Portrait of College and Career-Ready Students in English Language Arts through *Project Archaeology: Investigating Archaeology*:

(source - CCSS for ELA, page 7)

They demonstrate independence. Student can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. They build on others' ideas, articulate their own ideas, and confirm they have been understood.

They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They come to understand other perspectives and cultures. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively.

ELA Standard for 3rd Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
RSIT 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.										●	●	
RSIT 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.										●		
RSIT 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.										●	●	
RSIT 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	●	●	●	●	●	●	●	●		●	●	
RSIT 7. Use information gained from illustration (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).			●		●				●	●		

