



We designed Scribfolio™ with these 3rd grade Common Core Standards in mind.

## WRITING

### Text Types and Purposes:

#### 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.

#### CCSS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

#### CCSS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

#### CCSS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

### Production and Distribution of Writing:

#### CCSS.ELA-LITERACY.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.)

#### CCSS.ELA-LITERACY.W.3.5

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.)

### Range of Writing:

#### CCSS.ELA-LITERACY.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.

## Speaking & Listening

### Comprehension and Collaboration:

#### CCSS.ELA-LITERACY.SL.3.1.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).

#### CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

#### CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

### Presentation of Knowledge and Ideas:

#### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.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.

#### CCSS.ELA-LITERACY.SL.3.6

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.)

## Common Core Standards Cont...

### LANGUAGE

#### Conventions of Standard English:

##### CCSS.ELA-LITERACY.L.3.1

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.

#### Knowledge of Language:

##### CCSS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use:

##### CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

##### CCSS.ELA-LITERACY.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).

### THEATRE

#### Creating

##### THCr1.1.3 – Envision / Conceptualize

- Create roles, imagined worlds, and improvised stories in a drama/theatre work.
- Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
- Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

##### THCr2-3. - Develop

- Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

##### THCr3.1.3 – Rehearse

- Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.
- Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

#### Responding

##### TH:Re9.1.3 - Evaluate

- Understand how and why groups evaluate drama/theatre work.

#### Connecting

##### THCn11.1.3 – Interrelate

- Identify connections to community, social issues and other content areas in drama/theatre work.

### ART

#### Creating

##### VA:Cr1.1.3a – Investigate-Plan-Make

Elaborate on an imaginative idea.

##### VA:Cr2.1.3a – Investigate

Create personally satisfying artwork using a variety of artistic processes and materials.

##### VA:Cr3.1.3a – Reflect-Refine-Continue

Elaborate visual information by adding details in an artwork to enhance emerging meaning.