



## Correlation of *Core Knowledge® Sequence* & Colorado Grade Level Expectations

Core Knowledge® Content (Language Arts-Grade 3)	Colorado Grade Level Expectations (Grade 3-Reading & Writing)
<b>I. Reading and Writing</b>	
<b>A. Reading Comprehension and Response</b>	
▪	3.1.B.2 use sentence structure, paragraph structure, text organization, and word order (syntax) 3.1.B.3 use and apply background experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics) 3.1.B.4 use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics)
▪	3.1.B.1 apply word attack skills to read new and unfamiliar words (graphophonics)
▪	3.1.A.2 summarize text passages
▪	
▪	
<b>B. Writing</b>	
▪	3.2.B align purpose (for example, to entertain, to inform, to communicate) with audience
▪	3.5.A gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors 3.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations) 3.5.C report events sequentially 3.5.D write a concluding statement 3.5.E use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, I nternet) and report information in their own words 3.5.F list resources used by title
▪	
▪	
▪	
▪	3.2.C write a first draft with the necessary components for a specific genre 3.2.D revise draft content (for example, organization, relevant details, clarity) 3.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 3.2.F proofread revised draft 3.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform)
<b>C. Spelling, Grammar, and Usage</b>	
▪	3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	
▪	3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

▪	3.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	
▪	
<b>D. Vocabulary</b>	
▪	
<b>II. Poetry</b>	
▪	3.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<b>III. Fiction</b>	
<b>A. Stories</b>	
▪	3.1.A.1 adjust reading pace to accommodate purpose, style, and difficulty of material 3.1.A.3 apply information and make connections from reading 3.6.A identify the elements of plot, character, and setting in a favorite story 3.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 3.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<b>B. Myths and Mythical Characters</b>	
▪	3.1.A.1 adjust reading pace to accommodate purpose, style, and difficulty of material 3.1.A.3 apply information and make connections from reading 3.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 3.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
<b>C. Literary Terms</b>	
▪	
<b>IV. Sayings and Phrases</b>	
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i> , but can be covered in other areas
This can be covered in many other areas	3.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion)
This can be covered in many other areas	3.3.B write legibly