

Tour Program, Lessons and Activities Connections to the CA Common Core State Standards (CA CCSS)

3rd Grade

The Shoreway Environmental Center Tour Program and supporting activities (pre and post tour activities) are linked to CA CCSS and Education and the Environment Initiative (EEI) Curriculum:

Reading Standards for Literature (RL):

- RL1. – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL3. – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL4. – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL7. – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character setting).

Reading Standards for Informational Text (RI):

- RI1. – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI3. – 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.
- RI4. – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
- RI7. – 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).

Reading Standards for Foundational Skills (RF):

- RF3. – Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Read grade-appropriate irregularly spelled words.
- RF4. – Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct work recognition and understanding, rereading as necessary.

Writing Standards (W):

- W1. – Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - d. Provide a concluding statement or section.
- W2. – Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.
- W5. – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W8. – Recall information for experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening Standards (SL):

- SL1. – 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. a., b., c., d.
- SL2. – Determine the main ideas and supporting details of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL3. – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL6. – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards (L):

- L3. – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.
- L4. – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
 - a. Use sentence-level content as a clue to the meaning of a word or phrase.
 - b. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

See reverse side for a matrix of the activities/presentations and their corresponding standards.



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Shoreway Environmental Center Tour Connections to CA Common Core State Standards – 3rd Grade

3 rd Grade	CA Common Core State Standards					
Pre-Tour Activities	Reading Standards for Literature (RL)	Reading Standards for Informational Text (RI)	Reading Standards for Foundational Skills (RF)	Writing Standards (W)	Speaking and Listening Standards (SL)	Language Standards (L)
Resource conservation	1; 3; 4; 7	1;3			1a, b, c, d	
Resource conservation quiz	1; 4	1			1a, b, c, d	
Vocabulary	4	3			1a, b, c, d	4b
Tour						
Intro/Resource conservation/4Rs		3; 7	4a, b			
Outdoor education area activities	4; 7	3				
Hands-on sorting game, can activity	4	3; 7	3a, b		2	
Walking Tour/Hallway	1; 4	1; 4	3a; 4a, b, c		2	4a, b
Reflection and Wrap-Up		7			3; 6	3a
Post-Tour Activities						
Pledge to Reduce Waste!				8		
Thinking about your tour				1a, b, d; 2a; 5	1a, b, c, d	3a