

NOAH WEBSTER & HIS WORDS
supports CC Standards flawlessly

[adv.: without fault or defect]

From CRA presentation, Jeri Chase Ferris, Nov. 2, 2013

Reading Standards

Key ideas and details

Craft and structure

Integration of knowledge and ideas

Range of reading and level of text complexity

Print concepts

Phonological awareness

Phonics and word recognition

Fluency

Speaking and Listening Skills

Comprehension and collaboration

Presentation of knowledge and ideas

Conventions of standard English

Vocabulary acquisition and use

Parts of speech; word meanings

To download discussion and activity guides, please go to
www.jerichaseferris.com

More on standards: Noah Webster was definitely a person who made a difference (see below).

Jeri Chase Ferris, CRA, November 2, 2013

The standards for second grade are entitled, "People Who Make a Difference." **Students coming from second grade** should understand basic concepts necessary for their more detailed study of their local regions in third grade. For example, second graders learned to distinguish events that happened long ago from events that happened recently. They learned about governments and economic concepts, both of which will be explored in more depth in third grade. They were exposed to significant figures in history through the biographies of important individuals, which helps them to understand the importance of individual action and character in making a difference in the lives of other people.

What are students to do in third grade for CCSS? See other side.

Notice how well NOAH WEBSTER & HIS WORDS fits into the third grade standards.

For example: "explain how the present is connected to the past" and "distinguish fact from fiction" and "summarize key events of the era they are studying."

And the standards also call for knowing the difference between primary and secondary sources – one of the key issues in writing and reading non-fiction.

California grade level curriculum and information on transitioning to the CCSS is at <http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp>

Each grade level's standards can be downloaded separately.

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.