

English Language Arts

Grade 3

Common Core Standard	AASL Standard(s)	Cranium CoRE Support
CC.3.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		While playing a <i>Cranium CoRE</i> academic game in the defense of answer/discussion portion for speaking. In the question composition portion for writing.
CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		
CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns.		
CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).		
CC.3.L.1.d Conventions of Standard English: Form and use regular and irregular verbs.		
CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		
CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*		
CC.3.L.1.g Conventions of Standard English: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
CC.3.L.1.h Conventions of Standard English: Use coordinating and subordinating conjunctions.		

CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.		
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CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		In the question composition portion of <i>Cranium CoRE</i>
CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.		In the question composition portion of <i>Cranium CoRE</i>
CC.3.L.2.b Conventions of Standard English: Use commas in addresses.		In the question composition portion of <i>Cranium CoRE</i>
CC.3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue.		In the question composition portion of <i>Cranium CoRE</i>
CC.3.L.2.d Conventions of Standard English: Form and use possessives.		
CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		This would be a best practice requirement in the question composition portion.
CC.3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		This would be a best practice requirement for each of these four skills utilized while involved with <i>Cranium CoRE</i> .
CC.3.L.3.a Knowledge of Language: Choose words and phrases for effect.*		

CC.3.L.3.b Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.		
CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.		
CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.		<i>Cranium CoRE</i> 's open source format allows for a variety of vocabulary type questions to be composed and presented in the academic game.
CC.3.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).		
CC.3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		This is a best practice requirement for reading and writing portions of <i>Cranium CoRE</i> .
CC.3.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.		
CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		

CC.3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).		
CC.3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		<i>Cranium CoRE</i> 's open source format allows for a variety of vocabulary type questions to be composed and presented in the academic game.
CC.3.L.6 Vocabulary Acquisition and Use: 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).		
CC.3.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.		
CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.		
CC.3.R.F.3.b Phonics and Word Recognition: Decode words with common Latin suffixes.		
CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.		
CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.		
CC.3.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.		Reading aloud or along immediately prior to <i>Cranium CoRE</i> academic game play.

CC.3.R.F.4.a Fluency: Read grade-level text with purpose and understanding.		Reading aloud or along immediately prior to <i>Cranium CoRE</i> academic game play.
CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		Reading aloud or along immediately prior to <i>Cranium CoRE</i> academic game play.
CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Reading aloud or along immediately prior to <i>Cranium CoRE</i> academic game play.
CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	In the <i>Cranium CoRE</i> question composition portion as well as in the discussion/ defense of answers contextually. Read aloud/along portion prior to game play.
CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.		In <i>Cranium CoRE</i> academic game play there are “Key idea” questions in a variety of formats.
CC.3.R.I.3 Key Ideas and Details: 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.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.	Due to the open source nature of <i>Cranium CoRE</i> , any text or concept can have textually complex questions composed for it, like cause and effect, validity, sequencing, author’s purpose, persuasive argument, etc.

<p>CC.3.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>		<p><i>Cranium CoRE</i> allows for teachers to make games that could include determining a “definition in context” game for words or phrases.</p>
<p>CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>		
<p>CC.3.R.I.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p><i>Cranium CoRE</i> allows for questions to determine author’s purpose or point of view based on the text read in a segment of a book, short story, article in a magazine or newspaper.</p>
<p>CC.3.R.I.7 Integration of Knowledge and Ideas: 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).</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p>Inferential and hypothetical questions are at the heart of the types of textually complex questions posed or composed for <i>Cranium CoRE</i> academic games.</p>
<p>CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>		<p><i>Cranium CoRE</i> uses compare/contrast, cause/effect, sequencing type of textually complex questions in the academic games.</p>
<p>CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p><i>Cranium CoRE</i> is well suited for comparing/contrasting, making inferences and gathering meaning. You could take two book titles, one fiction, one non-fiction and do a remarkable job using <i>Cranium CoRE</i>. For example, <i>Incidents in the Life of a Slave Girl</i> could be read with <i>Copper Sun</i> for a compare/contrast academic game set up for paired reading, fiction and non-fiction thematically.</p>

<p>CC.3.R.I.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>		
<p>CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p><i>Cranium CoRE</i> academic gaming questions drive students into the text to support the answers to textually complex academic game questions.</p>
<p>CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p><i>Cranium CoRE</i> works well for main ideas, determining central messages and supporting them both with key details from the text. Any genre can be used and recounting the story can be part and parcel to the process prior to playing a game.</p>
<p>CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>		<p>Character development questions with associated plot development including sequencing and cause and effect are standard within <i>Cranium CoRE's</i> academic gaming.</p>
<p>CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>		<p><i>Cranium CoRE</i> allows for questions that determine meaning for words or phrases used contextually.</p>
<p>CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>		<p>When playing <i>Cranium CoRE</i> games or composing questions for the games, a standard format refers to the “text in this chapter” or “from the chapter,” etc.</p>
<p>CC.3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.</p>		<p>In the discussion portion after a question in <i>Cranium CoRE</i> has been answered, a teacher can ask the students how their view compares to any of the characters.</p>

<p>CC.3.R.L.7 Integration of Knowledge and Ideas: 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 or setting).</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Mood and tone questions within <i>Cranium CoRE</i> are common as standard practice.</p>
<p>CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p><i>Cranium CoRE</i> is open ended for what you can cover in the academic gaming used. It could be a chapter from single trade book (fiction or non-fiction), a portion of a textbook, a chapter of a book within a series, a short story, an article from a newspaper, etc.</p>
<p>CC.3.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.</p>	<p><i>Cranium CoRE</i> acts as a formative assessment tool to determine the ability of students to comprehend complex text based on any level or type of literature a teacher may choose to use.</p>
<p>CC.3.SL.1 Comprehension and Collaboration: 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.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding. 1.3.4 Contribute to the exchange of ideas within the learning community.</p>	<p><i>Cranium CoRE</i> uses the academic gaming questions as a springboard to collaborative discussion and defense of answers contextually in a team (safe) format.</p>
<p>CC.3.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p><i>Cranium CoRE</i> allows for students to listen to and follow along with whatever text the teachers chooses to read. Then a variety of textually complex questions draw the students into a deeper understanding of the text.</p>
<p>CC.3.SL.1.b Comprehension and Collaboration: 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).</p>		<p><i>Cranium CoRE has a set of gaming rules to follow that will increase social skills of the students involved.</i></p>

<p>CC.3.SL.1.c Comprehension and Collaboration: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p>	<p><i>Cranium CoRE</i> encourages and stimulates the ability to formulate textually complex questions on any text or topic a teacher may choose.</p>
<p>CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning.</p>	<p><i>Cranium CoRE</i> encourages discussion and sharing ideas thematically based on the literature being used, fiction or non-fiction. <i>Cranium CoRE</i> encourages the use of prior and background knowledge combined with the new information presented to form a basis for a new perspective.</p>
<p>CC.3.SL.2 Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>The academic gaming format with <i>Cranium CoRE</i> uses team collaboration to answer textually complex questions with supporting detail contextually.</p>
<p>CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>	<p>The academic gaming format with <i>Cranium CoRE</i> uses team collaboration to answer textually complex questions with supporting detail contextually. The academic gaming format with <i>Cranium CoRE</i> allows for and encourages students to formulate their own textually complex questions.</p>

<p>CC.3.SL.4 Presentation of Knowledge and Ideas: 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.</p>	<p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p><i>Cranium CoRE</i> allows students to use their creativity and content knowledge to compose textually complex questions.</p>
<p>CC.3.SL.5 Presentation of Knowledge and Ideas: 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.</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p><i>Cranium CoRE</i> allows students to use their creativity and content knowledge to compose textually complex questions.</p>
<p>CC.3.SL.6 Presentation of Knowledge and Ideas: 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 on page 26 for specific expectations.)</p>		<p><i>Cranium CoRE</i> motivates students to defend their answers to textually complex questions contextually.</p>
<p>CC.3.W.1 Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p>		

<p>CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. 2.1.2 Organize knowledge so that it is useful. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. 3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p><i>Cranium CoRE</i> allows students to use their creativity and content knowledge to compose textually complex questions.</p>
<p>CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.</p>	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p>	<p><i>Cranium CoRE</i> academic gaming challenges students to defend their answers contextually.</p>
<p>CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>		
<p>CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p><i>Cranium CoRE</i> uses a real world, collaborative, problem-solving format to support answers to textually complex question across any curricular area chosen.</p>
<p>CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		<p>By using <i>Cranium CoRE</i> students will show deeper understanding of any topic by composing creative, textually complex questions for other students to use as a springboard for discussion.</p>
<p>CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>		<p>While composing academic gaming questions in <i>Cranium CoRE</i>, the students choose thematic topics for their questions. They group related information in selecting a correct answer and three incorrect answers.</p>

<p>CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.</p>		<p>While composing academic gaming questions in <i>Cranium CoRE</i>, the students choose thematic topics for their questions. They group related information in selecting a correct answer and three incorrect answers.</p>
<p>CC.3.W.2.c Text Types and Purposes: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>		
<p>CC.3.W.2.d Text Types and Purposes: Provide a concluding statement or section.</p>		
<p>CC.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p><i>Cranium CoRE</i> uses a real world, collaborative, problem-solving format to support answers to textually complex question across any curricular area chosen.</p>
<p>CC.3.W.4 Production and Distribution of Writing: 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.)</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 2.1.2 Organize knowledge so that it is useful.</p>	<p><i>Cranium CoRE</i> is designed for interaction and feedback within the question writing/playing format.</p>

<p>CC.3.W.5 Production and Distribution of Writing: 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 on page 29.)</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p>	<p><i>Cranium CoRE</i> allows for a feedback/revise/edit loop for all academic gaming, textually complex questions composed.</p>
<p>CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. 3.2.3 Demonstrate teamwork by working productively with others. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p>	<p><i>Cranium CoRE</i> uses a social network to publish academic games on a web-based vehicle. The team based format of <i>Cranium CoRE</i> and discussion model stimulates a deepening understanding of any topic in a collaborative manner.</p>

<p>CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>	<p><i>Cranium CoRE</i> is a great motivator for research projects. Students develop academic gaming questions for other students to measure their knowledge, exchange ideas in a global vehicle beyond their local community.</p>
<p>CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>With <i>Cranium CoRE</i>, once a topic for any curriculum is selected, a student may either build on their knowledge through academic game play or through research to compose the questions for their own games they publish.</p> <p>This a best practice requirement while playing the academic games within <i>Cranium CoRE</i> : “why was this the correct answer? Show me from the text?” You don’t just identify, you analyze.</p> <p>Composing academic gaming, textually complex questions.</p> <p>Publish games globally using the social network within <i>Cranium CoRE</i>.</p> <p>Make collaborative decisions with teammates in a real world setting either by playing academic games or publishing academic games on the Internet.</p>

<p>CC.3.W.10 Range of Writing: 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.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.4.2 Reflect on systematic process and assess for completeness of investigation. 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p>	<p>Make collaborative decisions with teammates in a real world setting by publishing academic games on the Internet using a process to compose textually complex questions.</p>
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