



2025 - 2026

<b><u>Reading</u></b>
<b><u>Writing</u></b>
<b><u>Mathematics</u></b>
<b><u>Social Studies</u></b>
<b><u>Science</u></b>

Reading Priority Standards	
Foundational Skills	<ul style="list-style-type: none"><li>● <a href="#">Phonics &amp; Decoding</a></li><li>● <a href="#">Fluency</a></li></ul>
Reading (Literary and Informational)	<ul style="list-style-type: none"><li>● <a href="#">Drawing Conclusions with Text Evidence</a></li><li>● <a href="#">Main Idea and Supporting Details</a></li><li>● <a href="#">Summarizing and Sequencing</a></li><li>● <a href="#">Character Analysis</a></li><li>● <a href="#">Themes and Ideas</a></li><li>● <a href="#">Point of View and Perspective</a></li><li>● <a href="#">Vocabulary</a></li><li>● <a href="#">Literal and Nonliteral Language</a></li></ul>

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<b>Foundational Skills: Phonics &amp; Decoding</b>	
<b>3.RF.3.A.a.: Decoding multisyllabic words in context and independent of context by applying common spelling patterns</b> <b>3.RF.3.A.f.: Reading irregularly spelled high-frequency words (use district given lists)</b>	
4.0 EE	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>● Successfully applies knowledge of phonics during the reading process in the decoding of words</li> <li>● Using phonics knowledge in the writing process</li> </ul>
3.0 ME	<i>The student will:</i> <b>Develop phonics in the reading process by:</b> <ul style="list-style-type: none"> <li>❑ <b>Decoding multisyllabic words in context and independent of context by applying common spelling patterns</b> <ul style="list-style-type: none"> <li>❑ <i>Example:</i> Dropping the final “e” and adding endings such as -ing, -ed, -able; use, used, using, usable; Doubling a consonant in a CVC word before adding -ed or -ing (plan-planned-planning or grin-grinned-grinning)</li> </ul> </li> <li>❑ <b>Reading irregularly spelled high-frequency words (use district given lists)</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> Develop phonics in the reading process by: <ul style="list-style-type: none"> <li>● Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</li> <li>● Use letter-sound knowledge to read words</li> <li>● Demonstrate basic knowledge of letter-sound correspondences</li> <li>● Distinguish long and short vowels in one-syllable words</li> <li>● Read words with common prefixes and suffixes</li> <li>● Decode regularly spelled two-syllable words with vowels</li> <li>● Apply decoding skills to read the phonetically regular parts of high-frequency words</li> <li>● Read high-frequency words in context, but not necessarily in isolation</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Foundational Skills: Fluency</b>	
<b>3.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Reads 140 or more words per minute.</li> <li>● Reads texts above grade level</li> <li>● Reads with strong prosody (phrasing and expression in response to meaning)</li> <li>● Adjusts rate to respond to purpose of reading (dialogue vs. poetry vs. narrative vs. nonfiction)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read a text at grade level with:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Appropriate rate</b></li> <li><input type="checkbox"/> <b>Fluency WPM:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> AC = 0-63</li> <li><input type="checkbox"/> SD = 64-90</li> <li><input type="checkbox"/> NM = 91-111</li> <li><input type="checkbox"/> <b>ME = 112-139</b></li> <li><input type="checkbox"/> EE = 140+</li> </ul> </li> <li><input type="checkbox"/> <b>Accuracy (97% or greater)</b></li> <li><input type="checkbox"/> <b>Expression and phrasing that shows awareness of punctuation, dialogue, and tone</b></li> </ul> </li> <li><input type="checkbox"/> <b>Monitor reading to self-correct errors, rereading to adjust for fluency, phrasing, accuracy, and expression</b></li> </ul>
2.5 NM	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rate of 91-111 words per minute</li> </ul>
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>fluency, rate, expression</i></li> <li>● Reads text at grade level <ul style="list-style-type: none"> <li>○ Rate of 64-90 words per minute or less</li> <li>○ Accuracy of 96% or less</li> </ul> </li> <li>● Responds to ending punctuation by adjusting tone (statement, question, exclamation)</li> </ul>
1.0 AC	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p>

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<b>Reading: Drawing Conclusions with Text Evidence</b>	
<b>3.R.1.A.b: Draw conclusions and support them with evidence from the text</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Provide multiple examples and/or quotations for textual evidence and discuss how those examples support thinking</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Draw conclusions from the text</b></li> <li><input type="checkbox"/> <b>Support conclusions with evidence from the text</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Show an understanding of specific vocabulary: <i>conclusions, evidence, support</i></li> <li>● Use evidence (illustrations, words) from the text to clarify answers</li> <li>● Point to a section or part of a text to support thinking</li> </ul>
1.0 AC	With support, not assessing grade-level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Reading (Nonfiction): Main Ideas and Details</b>	
<b>3.R.3.A.b: Determine the main idea and supporting details.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Pause to summarize the story while reading</li> <li>● Select important points that relate to the main idea</li> <li>● Separate own opinion from opinions presented in text</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Explain what the main idea is and what it means</b></li> <li><input type="checkbox"/> <b>Use supporting details</b></li> <li><input type="checkbox"/> <b>Ask and answer questions to demonstrate understanding of the main idea and supporting details of a text, referring explicitly to text</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>main idea, supporting detail, topic, section, paragraph, keyword, support, text features, title</i></li> <li>● Recognize or recall the main ideas and supporting details</li> <li>● Identify details that relate to a topic</li> <li>● Determine relevant/important vs. irrelevant/unimportant details</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Reading: Summarizing and Sequencing</b>	
<b>3.R.2.A.a: Summarize and put in order the events in the plot and explain how past events impacted future events.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Summarize a story that shows knowledge of the important aspects of the story, including the story elements</li> <li>● Discuss the events of a story using a cause-and-effect or problem-solution structure</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Summarize parts of a story in order, recalling the setting, main character, big events, problem and solution, after reading</b></li> <li>❑ <b>Recall the sequence of events to review what has been read (e.g., what the character wants, what problem(s) the character is facing, how the character is facing those challenges)</b></li> <li>❑ <b>Recall what life lesson the character(s) learned in the story while summarizing</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>main character, setting, problem, solution, events</i></li> <li>● Think about how parts of a story fit together while reading</li> <li>● Retell a story, recalling the main character and big events, in order</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Reading: Character Analysis</b>	
<p><b>3.R.2.A.b: Describe in writing or speaking the personality traits of characters from their thoughts, words, and actions</b></p> <p><b>3.R.2.A.c: Describe in writing or speaking the interaction of characters including relationships, and how characters change</b></p>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Describe how a story plot would change if the character's trait was different (ex. selfless instead of selfish)</li> <li>● Explain how the character is different on the outside than the inside</li> <li>● Explain and/or record how other story elements (plot, setting, other characters, etc.) contribute to a character(s) changes in a story</li> <li>● Find a theme in the story by noticing what the character(s) has learned about life</li> <li>● Use several parts of the story as text evidence to support thinking</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Describe in writing or speaking, the personality traits of characters from their thoughts, words, and actions</b></li> <li>❑ <b>Understand how the actions of the character influences the events and other characters in the story</b></li> <li>❑ <b>Explain and/or record how a character(s) changes across a story, including the key events that caused the character(s) to change</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>motivation, character traits, personality, character motives, fiction, character</i></li> <li>● Choose the trait that best describes the character, given a list of character traits</li> <li>● Identify the difference between a trait and a feeling</li> <li>● Notice character(s) feelings and traits</li> <li>● Explain how and why a character(s) changes in a story</li> <li>● Discuss how a character(s) feels in a particular scene</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Reading: Themes and Ideas</b>	
<b>3.R.2.A.d: Paraphrase the big idea/theme/messages and supporting details of texts</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Identify several parts throughout a story that allude to the theme (going back to find these details at the end of reading)</li> <li>● Identify the theme in a story, myth, legend, or novel and provide evidence</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify the themes of texts</b></li> <li><input type="checkbox"/> <b>Use supporting details</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>theme, moral, central message, supporting details</i></li> <li>● Identify the theme of a story in a word or phrase (what a character has learned) when given choices</li> <li>● Retell big events of a story in order</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Reading: Point of View and Perspective</b>	
<b>3.R.3.B.c: Read, infer, and draw conclusions to tell the difference between point of view and what the author is trying to persuade the reader to think or do</b> <b>3.R.1.A.g: distinguish their own point of view from that of the narrator or those of the characters</b>	
4.0 EE	<i>Examples could include:</i> <ul style="list-style-type: none"> <li>● Explain how an author uses language to present information to influence what the reader thinks or does</li> <li>● Recognize exaggerated, contradictory, or misleading statements               <ul style="list-style-type: none"> <li>○ Example: Audit articles, newspaper headlines, etc.</li> </ul> </li> </ul>
3.0 ME	<i>In nonfiction, the student will:</i> <ul style="list-style-type: none"> <li>❑ <b>Compare and contrast point of view from what the author is trying to persuade the reader to think or do</b> (point of view/perspective is WHO is telling the story and purpose is WHY they are telling the story)</li> </ul> <i>In fiction, the student will:</i> <ul style="list-style-type: none"> <li>❑ <b>Determine the narrator of the text and whether it is written in first or third.</b></li> <li>❑ <b>Distinguish their own point of view from that of the narrator or those of the characters.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<i>The student will:</i> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>point of view, author, persuade, perspective, inform, entertain, compare, contrast, fact, opinion, idea</i></li> <li>● Identify and describe the different types of authors' purposes for a text/passage</li> <li>● Describe the difference between a fact and an opinion</li> <li>● Notice who the author of a text is and who the subject of a text is (if there is one)</li> <li>● Acknowledge that there are different points of view</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

### Reading: Vocabulary

**3.R.1.B.a: Continue to grow in vocabulary by decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words.**

**3.R.1.B.b: Develop an understanding of vocabulary by using context clues to determine the meaning of unfamiliar words and the difference among multiple meaning words.**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Applies meaning of Greek and Latin roots to determine meanings of unknown words.</li> <li>● When given a word bank or choices, students can match Greek or Latin root to the meaning.</li> <li>● Recognize and decode additional prefixes and suffixes             <ul style="list-style-type: none"> <li>○ Examples: Prefix List - pre, un, non, re, im, il, ir</li> <li>Suffix List -able, -ness, -er, -est</li> </ul> </li> <li>● Use context clues in their own writing, word study, class discussions, and presentations.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Decode common prefixes and suffixes in text</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prefix List - dis, in, bi</li> <li><input type="checkbox"/> Suffix List -less, -full, -ed</li> </ul> </li> <li><input type="checkbox"/> <b>Read and understand multi-syllabic words composed of roots and related prefixes and suffixes using decoding strategies</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Example: Looking inside of a word, using knowledge of word parts</li> </ul> </li> <li><input type="checkbox"/> <b>Identify the meaning of common prefixes and suffixes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Example: Dis means apart, away, or not</li> </ul> </li> <li><input type="checkbox"/> <b>Add prefixes or suffixes to a base word to change its meaning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Example: Like and dislike</li> </ul> </li> <li><input type="checkbox"/> <b>Use context clues to determine the meaning of words and multiple meaning words by:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine the sentence immediately before and after an unknown word or phrase for clarification, synonyms, or a written definition</li> <li><input type="checkbox"/> Describe the meaning of the passage or sentences that come before and after an unknown word or phrase</li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>prefix, suffix, root, decoding, base word, clarify, context, definition, dictionary, glossary, meaning, restate, synonym, text feature, thesaurus, etc.</i></li> <li>● Match various prefixes &amp; suffixes to their meaning</li> <li>● Restate a word's definition in one's own words</li> <li>● Decode words using strategies such as: check illustrations, reread words before and after, think of a substitute word that means the same thing, and/or look across a word using letter/sound knowledge ("scooping up phrases")</li> <li>● Check decoding skills to make sure the word makes sense, looks right and sounds right before continuing to read</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Reading: Literal and Nonliteral Language</b>	
<b>3.R.1.B.d: Distinguish the literal and non-literal meanings of words and phrases in context.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Identify the meaning of common idioms.</li> <li>● Identify the meaning of common figurative language.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Distinguish the difference between literal and nonliteral words and phrases.</b></li> <li><input type="checkbox"/> <b>Distinguish the literal and nonliteral meanings of words and phrases in context.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Distinguish meaning among closely related verbs and adjectives.</li> <li>● Use onomatopoeia.</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Writing Priority Standards</b>	
Writing	<ul style="list-style-type: none"><li>● <a href="#">Revising and Editing</a></li><li>● <a href="#">Narrative Writing</a></li><li>● <a href="#">Opinion Writing</a></li><li>● <a href="#">Informational Writing</a></li></ul>
Language	<ul style="list-style-type: none"><li>● <a href="#">Grammar</a></li><li>● <a href="#">Conventions</a></li><li>● <a href="#">Spelling</a></li></ul>

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<b>Writing Process: Revising and Editing</b>	
<ul style="list-style-type: none"> <li>● <b>3.W.1.C.a: Reread, revise, and edit drafts with assistance from adults/peers, to develop and strengthen writing as needed, by revising: Main idea, Sequence (ideas) Focus, Beginning/middle/end, Transitions, Details, Facts (from sources, when appropriate), Word Choice (related to the topic), Sentence Structure, Audience &amp; Purpose and Voice</b></li> </ul>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Revise and/or edit without assistance (showing evidence within writer’s notebook, creating own checklist, seeking out a checklist on own to edit/revise piece)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>3.W.1.C.a Reread and revise drafts using feedback from adults/peers to develop and strengthen writing as needed</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Main Idea</li> <li><input type="checkbox"/> Sequence (ideas)</li> <li><input type="checkbox"/> Focus (beginning, middle, end)</li> <li><input type="checkbox"/> Transitions</li> <li><input type="checkbox"/> Details/Facts (from sources, when appropriate)</li> <li><input type="checkbox"/> Word Choice (related to the topic)</li> <li><input type="checkbox"/> Sentence structure</li> <li><input type="checkbox"/> Audience &amp; Purpose</li> <li><input type="checkbox"/> Voice</li> </ul> </li> <li><input type="checkbox"/> <b>3.W.1.C.a Reread and edit drafts for language conventions using feedback from adults/peers to develop and strengthen writing as needed</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Capitalization</li> <li><input type="checkbox"/> Organization</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Spelling</li> </ul> </li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● <i>Recall and recognize terms such as: main idea, sequence, focus, transitions, details, facts, word choice, sentence structure, audience, purpose, voice, capitalization, organization, punctuation, spelling</i></li> <li>● Respond to questions and suggestions to clarify meaning</li> <li>● Add details to sentence construction to strengthen writing</li> <li>● Edit by leaving spaces between words and sentences</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Narrative Writing</b>	
<b>3.W.2.C: Write fiction, nonfiction narratives and/or poems</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Uses multiple narrative techniques throughout the entire piece (such as dialogue, motivation, and descriptions)</li> <li>● Uses a variety of transitions to manage the sequence of events</li> <li>● Uses foreshadowing</li> <li>● Uses some objects or actions as symbols to bring forth meaning</li> <li>● Uses purposeful word choice to evoke emotions in the audience</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>3.W.2.C.a Establish a setting</b></li> <li><input type="checkbox"/> <b>3.W.2.C.a Establish a situation/topic</b></li> <li><input type="checkbox"/> <b>3.W.2.C.a Introduce a narrator and/or characters</b></li> <li><input type="checkbox"/> <b>3.W.2.C.b Use dialogue</b></li> <li><input type="checkbox"/> <b>3.W.2.C.b Use descriptions</b></li> <li><input type="checkbox"/> <b>3.W.2.C.c Organize piece into a beginning, middle and end</b></li> <li><input type="checkbox"/> <b>3.W.2.C.d Use transition words and phrases to signal event order (before, later, after a while)</b></li> <li><input type="checkbox"/> <b>3.W.2.C.e Use specific and relevant words that are related to the topic/audience</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms such as: setting, narrator, character, dialogue, descriptions, transitions, events, audience, situation</li> <li>● Establish a situation/topic based on the student's experience or imagination</li> <li>● Introduce a main character and setting</li> <li>● Use sensory details</li> <li>● Follow a logical sequence of events using complete sentences to create beginning/middle/end</li> <li>● Use transition words to signal event order (e.g., then, after, next)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Opinion Writing</b>	
<b>3.W.2.A: Write Opinion Texts</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Provide reasons for the opinion/position supported by facts and details</li> <li>● Use a direct quotation from a source to support opinion</li> <li>● Reference the name of the author/authors or name of the source used for details or facts included in the text</li> <li>● Hook his/her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information</li> <li>● Use transition words and phrases throughout their writing to connect information together (Examples: in addition, in summary, in other words, in conclusion)</li> <li>● Write an ending and restate and/or reflect on their claim, perhaps suggesting an action or response based on what was written</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>3.W.2.A.b State an opinion/position</b></li> <li><input type="checkbox"/> <b>3.W.2.A.b Provide reasons to support that opinion/position</b></li> <li><input type="checkbox"/> <b>3.W.2.A.c Use specific and accurate words that are related to the topic, audience, and purpose</b></li> <li><input type="checkbox"/> <b>3.W.2.A.f Use transitions to connect opinion and reason</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examples: but, therefore, since, one example, for example</li> </ul> </li> <li><input type="checkbox"/> <b>3.W.2.A.g Provide clear evidence of a beginning, middle and concluding statement or paragraph</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms such as: opinion, reasons, examples, support, details, evidence, introduction, conclusion, transition words, position, audience</li> <li>● Introduce a topic or text being studied</li> <li>● Use complete sentences</li> <li>● Provide evidence of a beginning, middle, and end</li> <li>● Use specific words that are related to the topic and audience</li> <li>● Use linking/transition words and phrases to signal order: <i>first, then, next, also, finally</i></li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Informational Writing</b>	
<b>3.W.2.B: Write Informational Texts</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use quotations from multiple sources</li> <li>● Use transition words or phrases in each section to help readers understand how one piece of information connects with others (Example: in addition, in summary, in other words, in conclusion)</li> <li>● Use text structures when useful</li> <li>● Use different kinds of information to teach about the subject (Such as: little essays, stories, or how-to sections)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>3.W.2.B.a Introduce a topic being studied</b></li> <li><input type="checkbox"/> <b>3.W.2.B.b Write informative texts that develop the topic with simple facts, definitions, details and explanations, pictures, and diagrams in paragraphs</b></li> <li><input type="checkbox"/> <b>3.W.2.B.c Use specific, relevant words that are related to the topic, audience and purpose</b></li> <li><input type="checkbox"/> <b>3.W.2.B.d Use original language except when quoting from a source</b></li> <li><input type="checkbox"/> <b>3.W.2.B.e Use transition words to connect ideas within categories of information</b> (e.g., but, since, one example, for example)</li> <li><input type="checkbox"/> <b>3.W.2.B.f Create a concluding statement or paragraph</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms such as: <i>facts, definitions, details, explanations, informational, hook, lead, transition words, topic, diagrams</i></li> <li>● Use facts and definitions to develop points in generating paragraphs</li> <li>● Use transition words and phrases to signal event order (because, also, finally)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Language and Grammar: Grammar</b>	
<b><u>3.L.1.A:</u> In speech and written form, apply standard English grammar.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use the “be” helping verbs with “ing” verbs (e.g., is running, were jumping, is being)</li> <li>● Use progressive verbs to show past, present, and future (e.g., I was reading. I am reading. I will be reading.)</li> <li>● Produce and expand the complete simple and compound four types of sentences</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>3.L.1.A.a Use regular and irregular verbs and simple verb tenses correctly</b> (Ex. walk-walked, drink-drank, see/saw/seen/seeing)</li> <li>❑ <b>3.L.1.A.c Use complete subject and complete predicate in a sentence</b> (Ex. The dog ate his bone.)</li> <li>❑ <b>3.L.1.A.e Use subject/verb agreement in sentences</b> (Ex. we eat, he eats)</li> <li>❑ <b>3.L.1.A.f Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</b> (Ex. Please shut the door. The house is on fire!)</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms such as: <i>verbs, predicate, adjectives, adverbs, nouns, pronouns, simple, compound</i></li> <li>● Use adjectives and adverbs in sentences</li> <li>● Use nouns and pronouns in writing</li> <li>● Use regular verbs</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>Language and Grammar: Conventions</b>	
<b>3.L.1.B: In written text, apply punctuation, capitalization and spelling.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Insert a comma before a coordinating conjunction in a compound sentence</li> <li>● Use correct capitalization in sentences including proper nouns</li> <li>● Punctuate dialogue between two or more characters using correct punctuation</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>3.L.1.B.b Use apostrophes to form possessives</b> (Ex. sister's hair, cow's milk, Chris' house)</li> <li>❑ <b>3.L.1.B.c Use commas and quotation marks in dialogue</b> (Her mom said, "Can you put the toys away, please?")</li> <li>❑ <b>3.L.1.B.f Capitalize names of places</b> (Lindbergh Schools)</li> <li>❑ <b>3.L.1.B.g Capitalize titles of books, stories and songs</b> (Because of Winn Dixie)</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms such as: apostrophes, possessives, commas, quotation marks, dialogue, capitalize</li> <li>● Apply common spelling patterns for words with short and long vowel sounds</li> <li>● Use dialogue that contains quotation marks</li> <li>● Use apostrophes correctly for contractions</li> <li>● Capitalize days, months, holidays, historical events, and historical periods</li> <li>● Capitalize abbreviated titles of people (Ex. Mr. Mrs. Ms. Dr.)</li> <li>● Use nouns that change their spelling in plural form (Ex. man and men, child and children)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Language and Grammar: Spelling</b>	
<b>3.L.1.B: In written text, apply punctuation, capitalization and spelling.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Spells words above grade level expectations</li> </ul> <p>Ex. correctly uses Greek and Latin roots, and can match correct vowel with words with schwa pattern such as banana, about, counsel, fatal, among</p> <ul style="list-style-type: none"> <li>● Spells unfamiliar words using letter-sound correspondence and/or syllable patterns</li> <li>● Spell words with Greek and Latin roots and affixes (prefix, suffix)</li> <li>● Spell words ending in the long e sound (Such as: monkey, flea, genie)</li> <li>● Spell words with suffixes by dropping or leaving the final e (Such as: live-livable, noise-noisy, inspire-inspired, graduate-graduation)</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>3.L.1.B.h Use spelling patterns and generalizations to spell compound words</b> (Such as: backpack, thunderstorm, keepsake)</li> <li>❑ <b>3.L.1.B.i Spell words that double the consonant</b> (Such as: bottle, dribble, spell)</li> <li>❑ <b>3.L.1.B.j Spell plural words that change “y” to “ies”</b> (Such as: babies, puppies)</li> <li>❑ <b>3.L.1.B.k Consult reference materials to check and correct spellings</b> (Use a dictionary, other writing samples, ask a friend, use technology)</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms such as: <i>plural, consonant, vowel</i></li> <li>● Apply common spelling patterns for words with short and long vowel sounds</li> <li>● Spell words using irregular spelling patterns (Such as: said, does)</li> <li>● Spell and use the plural form of nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Revised June 2025

<b>Third Grade Math Proficiency Scales</b>	
Number Sense and Operations in Base Ten	<ul style="list-style-type: none"><li>● <a href="#">Rounding</a></li></ul>
Relationships and Algebraic Thinking	<ul style="list-style-type: none"><li>● <a href="#">Two-Step Word Problems</a></li><li>● <a href="#">Multiply and Divide within 100</a></li></ul>
Number Sense and Operations in Fractions	<ul style="list-style-type: none"><li>● <a href="#">Equivalent Fractions</a></li><li>● <a href="#">Comparing Fractions</a></li></ul>
Geometry and Measurement	<ul style="list-style-type: none"><li>● <a href="#">Area</a></li><li>● <a href="#">Perimeter</a></li><li>● <a href="#">Shared Attributes of Shapes</a></li></ul>

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<b>Operations in Base Ten: Rounding</b>	
<b>3.NBT.A.1: Round whole numbers to the nearest 10 or 100</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use rounding to solve real-world problems               <ul style="list-style-type: none"> <li>○ (such as: budgeting out a vacation or shopping trip experience)</li> </ul> </li> <li>● Round whole numbers beyond four digits</li> <li>● Round decimals</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Round one to three digit whole numbers to the nearest ten</b></li> <li><input type="checkbox"/> <b>Round two to four digit whole numbers to the nearest one hundred</b></li> <li><input type="checkbox"/> <b>Use rounding to find a reasonable estimate</b></li> <li><input type="checkbox"/> <b>Identify benchmark numbers when rounding</b></li> </ul> <p><b>(Ex. when rounding 48 to the nearest ten, list benchmark numbers as 40 and 50)</b>  <b>(Ex. when rounding 386 to the nearest hundred, list benchmark numbers as 300 and 400)</b></p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>rounding, place, value, benchmark numbers, number line, estimate</i></li> <li>● Identify the 1's, 10's, 100's and 1000's place</li> <li>● Plot numbers on a given number line</li> <li>● Sequence numbers to 100 (put numbers in order)</li> <li>● Skip count by 10s and 100s to 1,000</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Two-Step Word Problems</b>	
<b>3.RA.D.9: Write and solve two-step problems involving variables using any of the four operations.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Solve multi-step word problems involving any of the four operations and variables and use estimation to interpret reasonableness of a given answer.</li> <li>● Represent these problems using equations with a letter standing for the unknown quantity.</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Write and solve two-step problems involving variables using any of the four operations.</b></li> <li><input type="checkbox"/> <b>Use addition within 1,000 to solve word problems.</b></li> <li><input type="checkbox"/> <b>Use subtraction within 1,000 to solve word problems.</b></li> <li><input type="checkbox"/> <b>Use multiplication and division to solve word problems.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>add, subtract, multiply, divide, variable</i></li> <li>● Understand how to solve variables in word problems.</li> <li>● Solve one-step word problems involving the four operations.</li> <li>● Fluently add and subtract within 100.</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Multiply and Divide Within 100</b>	
<b>3.RA.C.7: Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use strategies to multiply or divide with two-digit numbers or beyond</li> <li>● Create a real-world problem using multiplication or division strategies</li> <li>● Use multiplication or division to solve real-world problems (such as: planning an event)</li> <li>● Know all products of two one-digit numbers (<i>automaticity</i>)</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Multiply two one-digit numbers within 100 efficiently.</b> <i>Efficient strategies may include using the distributive property, related facts, doubling, multiplying by ten and subtracting the extra groups, multiplying by 5 and adding the extra groups, etc.</i></li> <li><input type="checkbox"/> <b>Divide two one-digit numbers within 100.</b></li> <li><input type="checkbox"/> <b>Identify related multiplication equations that are the inverse of a given division equation and vice versa.</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>product, factors, multiply, array, column, row, equal groups, repeated addition, decompose, times, double, skip counting, property</i></li> <li>● Use inefficient strategies to find the product (equal groups, repeated addition, arrays, number line, etc.)</li> <li>● Lacks conceptual understanding of multiplication (needs support to determine the reasonableness of their answers)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

### Operations in Fractions: Equivalent Fractions

- **3.NF.A.5: Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use knowledge of comparing fractions to solve real-world problems</li> <li>● Analyze and evaluate errors in a given problem</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Use visual models to determine if fractions with like denominators are equivalent</b></li> <li><input type="checkbox"/> <b>Use visual models to determine if fractions with unlike denominators are equivalent</b></li> <li><input type="checkbox"/> <b>Generate equivalent fractions with unlike denominators</b></li> <li><input type="checkbox"/> <b>Explain why fractions with unlike denominators are equivalent or not</b></li> </ul> <p><b>*Limit denominators to 2, 3, 4, 6, and 8.</b>  <b>*Visual models include: fraction bars, fraction circles, and number lines</b></p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>numerator, denominator, equal portions, fraction, benchmark fractions, whole, number line, partition, unit fraction, equivalent, greater than, less than, equal to, equivalent fractions</i></li> <li>● Represent and locate a whole number and given fractions with a visual model</li> <li>● Interpret the numerator and denominator of a given fraction</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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### Operations in Fractions: Comparing Fractions

- **3.NF.A.6: Compare two fractions with the same numerator or denominator using the symbols  $>$ ,  $=$  or  $<$ , and justify the solution.**

4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Use fractions and fraction language to describe quantities in real-world situations</li> <li>● Compare fractions with denominators beyond 2, 3, 4, 6, and 8</li> <li>● Compare fractions with different numerators and denominators by reasoning about their relationship to whole numbers or simple benchmark fractions (Ex. determine that <math>\frac{5}{4} &gt; \frac{7}{8}</math> because <math>\frac{5}{4}</math> is greater than <math>\frac{4}{4}</math> or 1 and <math>\frac{7}{8}</math> is less than <math>\frac{8}{8}</math> or 1)</li> <li>● Order fractions</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>❑ <b>Compare two fractions with the same numerator or same denominator using the symbols <math>&lt;</math>, <math>=</math> or <math>&gt;</math></b></li> <li>❑ <b>Use visual models to illustrate why two fractions with the same numerator or denominator are <math>&gt;</math>, <math>=</math> or <math>&lt;</math> than each other</b></li> </ul> <p><b>*Limit denominators to 2, 3, 4, 6, and 8.</b>  <b>*Visual models include: fraction bars, fraction circles, and number lines</b></p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>numerator, denominator, equal portions, fraction, benchmark fractions, whole, number line, partition, unit fraction, equivalent, greater than, less than, equal to, equivalent fractions</i></li> <li>● Represent and locate a whole number and given fractions with a visual model</li> <li>● Interpret the numerator and denominator of a given fraction</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Geometry and Measurement: Area</b>	
<b>3.GM.C: Understand concepts of area</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Find the area of composite figures with a missing side length</li> <li>● Create and design different spaces with the same area including irregular shapes</li> <li>● Design a space that represents a specific given area (a park, a bedroom, a museum, etc.)</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>3.GM.C.12 Calculate the area of a rectangle by multiplying its side lengths</b></li> <li><input type="checkbox"/> <b>3.GM.C.12 Solve problems, including word problems, involving area of polygons</b></li> <li><input type="checkbox"/> <b>Decompose rectangles to find area (without having to find a missing side length)</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>area, array, rectangle, square units, unit, length, side length, width</i></li> <li>● Use estimation to compare the area of multiple rectangles</li> <li>● Have a basic understanding of 2-digit addition and single-digit multiplication in order to find area</li> <li>● Use tiles or grid paper to count the area</li> <li>● Multiply single digit whole numbers</li> <li>● Explain that the opposite sides of a rectangle and a square are of equal length</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Geometry and Measurement: Perimeter</b>	
<b>3.GM.D: Understand concepts of perimeter</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Create and design different spaces with the same perimeter including irregular shapes</li> <li>● Design a space that represents a specific given perimeter (a park, a bedroom, a museum, etc.)</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>☐ <b>3.GM.D.15 Solve problems, including word problems, involving perimeter of polygons</b></li> <li>☐ <b>3.GM.D.15 Calculate the perimeters of polygons</b></li> <li>☐ <b>3.GM.D.15 Find unknown side lengths of polygons when given the total perimeter</b></li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>area, rectangle, unit, length, perimeter, side length, width</i></li> <li>● Use estimation to compare the perimeter of multiple rectangles</li> <li>● Have a basic understanding of 2-digit addition and single-digit multiplication in order to find perimeter</li> <li>● Use tiles or grid paper to count the perimeter</li> <li>● Explain that the opposite sides of a rectangle and a square are of equal length</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Geometry and Measurement: Shared Attributes of Shapes</b>	
<b>3.GM.A.1: Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Identify and locate acute, right, obtuse, straight, and vertical angles in 2-dimensional shapes and figures</li> <li>● Design figures within a given set of attributes that do not belong to a common category of geometric figures (<i>Ex. draw a figure with two long sides of equal length and two short sides of equal length that is not a rectangle</i>)</li> </ul>
3.0 ME Mastery	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Identify common attributes of a set of given shapes</b></li> <li><input type="checkbox"/> <b>Identify contrasting attributes of a set of given shapes</b></li> </ul> <p><b>*Limit to two-dimensional shapes and circles, triangles, quadrilaterals, pentagons, hexagons, and octagons</b></p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Recall and recognize terms: <i>attribute, shared attribute, plane shape, equal sides, equal angles, angles, hexagon, pentagon, polygon, quadrilateral, rectangle, rhombus, right angle, side, square, trapezoid, triangle</i></li> <li>● Recognize and draw plane shapes having specified attributes such as a given number of angles or sides</li> <li>● Make and extend repeating patterns with plane shapes</li> <li>● Identify the above shapes when presented in a different orientation (<i>Ex. a triangle sitting on a point, instead of a flat side</i>)</li> <li>● Understand the attributes that define shapes (number and size of sides) and those that do not define shapes (color)</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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<b>Science Priority Standards</b>
<a href="#"><u>Asking Questions and Defining Problems</u></a>
<a href="#"><u>Planning and Carrying Out Investigations</u></a>
<a href="#"><u>Analyzing, Interpreting, and Communicating Data</u></a>

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<b>Science and Engineering Practices</b>	
<b>Asking Questions and Defining Problems</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Asking questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.</li> <li>● Asking questions that challenge the premise(s) of an argument or the interpretation of a data set.</li> <li>● Asking questions to determine relationships between independent and dependent variables and relationships in models.</li> </ul>
3.0 ME	<p><i>Across a variety of science content, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask questions about what could happen if a variable is changed.</li> <li><input type="checkbox"/> Identify scientific (testable) and non-scientific (non-testable) questions. <ul style="list-style-type: none"> <li>● How does helium make a balloon rise? (testable)</li> <li>● Which color makes the balloon the prettiest? (non-testable)</li> </ul> </li> <li><input type="checkbox"/> Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.</li> </ul>
2.5 NM	Across a variety of science content, the student inconsistently demonstrates level 3 skills.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Ask questions based on observations to find more information about the natural and/or designed worlds.</li> <li>● Ask and/or identify questions that can be answered by an investigation. <ul style="list-style-type: none"> <li>○ What do plants need to grow?</li> </ul> </li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

#### How the standard connects to science content units

##### Unit 14

**L2:** Students ask questions about a picture of a bee covered in pollen.

##### Unit 15

**L4:** Students will observe how plants are affected by frost and begin considering how they might solve this problem.

**L6:** Students will *define the simple design problem* of protecting plants from frost. They engineer a *solution through the development of an object using criteria and constraints of materials* and other factors *for the success* of the object.

**Unit 16**

**L1:** Students *ask questions that can be investigated* in the unit (design challenge).

**L2:** Students *ask questions* to their peers about *cause and effect* relationships (*patterns*) they can *investigate* to explain how forces are exerted to get a pinball to move.

**L4-6:** Students *ask questions that can be investigated based on patterns such as cause and effect relationships* when designing their investigations. They use their questions to plan and conduct their investigations.

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<b>Science and Engineering Practices</b>	
<b>Planning and Carrying Out Investigations</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Evaluate appropriate methods and/or tools for collecting data.</li> <li>● Revising and retesting a procedure in order to collect more accurate data.</li> </ul>
3.0 ME	<p><i>Across a variety of science content, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</li> <li><input type="checkbox"/> Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</li> <li><input type="checkbox"/> Make predictions about what would happen if a variable changes.</li> </ul>
2.5 NM	Across a variety of science content, the student inconsistently demonstrates level 3 skills.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> <li>● Make observations and/or measurements <ul style="list-style-type: none"> <li>○ to collect data that can be used to make comparisons.</li> <li>○ of a proposed object or tool or solution to determine if it solves a problem or meets a goal.</li> </ul> </li> <li>● Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question.</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>How the standard connects to science content units</b>
<p><b>Unit 14</b></p> <p><b>L4:</b> Students <i>use evidence</i> from the Katydid Trait and Survival Investigation to <i>write an explanation</i> about why you see more green katydids than pink katydids.</p> <p><b>L5:</b> Students <i>use evidence</i> from the inherited traits activity to <i>explain</i> why a person might look like their aunt or cousin.</p>
<p><b>Unit 15</b></p> <p><b>L3:</b> students conduct an investigation collaboratively on how water changes phase, producing data as</p>

the basis for evidence to explain how temperature causes phase changes.

**L4:** Students conduct *an investigation collaboratively which produces data as the basis for evidence* on how frost affects plants. Students consider how they can use the materials from Lesson 3 to test how frost affects plants.

**L7:** Students conduct an investigation collaboratively which produces data as the basis for evidence for their engineered solution to protect plants from frost.

### **Unit 16**

**L1:** Students will conduct investigations collaboratively to produce data to serve as the basis for evidence when explaining how the pinball begins to move in the game.

**L2:** Students plan and conduct investigations collaboratively to produce data to serve as the basis for evidence when explaining how the forces exerted on the dominos affect their motion.

**L3:** Students plan and conduct an investigation collaboratively to see the effects of gravity on the motion of an object. The class discusses fair tests and decides which variables will be controlled and how many trials are completed.

**L4:** Students continue to develop this SEP element as they plan and conduct an investigation collaboratively to collect data about the magnetic properties of different objects.

**L5-6:** Students collaboratively plan and conduct an investigation using fair tests in which variables are controlled and the number of trials considered. They review fair test strategies to control variables and number of trials while investigating the strength of a magnet and how magnets interact with other magnets.

**L7:** Students use fair test strategies to collaboratively plan and conduct an investigation to produce data to serve as the basis for evidence when evaluating their design solutions against the criteria and constraints.

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<b>Science and Engineering Practices</b>	
<b>Analyzing, Interpreting and Communicating Data</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Analyze data to refine a problem statement or the design of a proposed object, tool, or process.</li> <li>● Use data to evaluate and refine design solutions.</li> </ul>
3.0 ME	<p><i>Across a variety of science content, the student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Represent data in tables and/or various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.</li> <li><input type="checkbox"/> Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.</li> <li><input type="checkbox"/> Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings.</li> <li><input type="checkbox"/> Communicate scientific and/or technical information orally and/or in written formats, including various forms of media as well as tables, diagrams, and charts.</li> </ul>
2.5 NM	Across a variety of science content, the student inconsistently demonstrates level 3 skills.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● Compare predictions (based on prior experiences) to what occurred (observable events).</li> <li>● Analyze data from tests of an object or tool to determine if it works as intended.</li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

<b>How the standard connects to science content units</b>
<p><b>Unit 13</b></p> <p><b>L1:</b> Students use logical reasoning to piece the fossil pieces together to make a model.</p> <p><b>L2:</b> Students use logical reasoning and data from the fossils to make sense of and describe prehistoric environments.</p>
<p><b>Unit 14</b></p> <p><b>L5:</b> students use data from their insect inherited traits activity to explain how offspring inherit traits from their parents. They then compare puppies to adult dogs to think more about how inherited traits can help</p>

you identify which offspring belong to a given parent.

**Unit 15**

**L3:** Students collect and represent data in tables to reveal a pattern that indicates a relationship between temperature change and water phases.

**L5:** Students represent weather pattern data in bar graphs to reveal patterns showing a relationship between seasons and temperature ranges and fluctuations.

<b>Social Studies Priority Standards</b>
<a href="#"><u>Evaluate and Use Resources and Artifacts</u></a>
<a href="#"><u>Use Visual Tools</u></a>
<a href="#"><u>Understand and Support Information in Sources</u></a>
<a href="#"><u>Research and Present</u></a>
<b>Units</b>
<a href="#"><u>Geography</u></a>
<a href="#"><u>MO History</u></a>
<a href="#"><u>Civil War</u></a>
<a href="#"><u>Economics</u></a>
<a href="#"><u>Government</u></a>

<b>Evaluate and Use Resources and Artifacts</b>	
<b>3.TS.7.A.a/b: Identify, select, analyze and evaluate resources to create a product of social science inquiry</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Evaluate primary and secondary social studies' sources with guidance and support.</li> <li>● Analyze artifacts to share information on social studies' topics.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select, and analyze primary and secondary Social Studies' sources to determine importance with guidance and support.</li> <li><input type="checkbox"/> Create and use artifacts to share information on social studies' topics (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments.)</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● <i>Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance and support.</i></li> <li>● <i>Select and use artifacts to share information on social studies' topics.</i></li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Use Visual Tools	
3.TS.7.B.a: Use visual tools to communicate information and ideas	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>• Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <p><input type="checkbox"/> With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.</p>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• <i>Use visual tools and informational texts to communicate information.</i></li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Understand and Support Information in Sources	
3.TS.7.C.a/b: Understanding and supporting fact, opinion, bias and point of view in sources	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Distinguish between fact and opinion and recognize bias and point of view in social studies' topics.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify facts and opinions in social studies' topics.</li> <li><input type="checkbox"/> Identify point of view in social studies' topics.</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● <i>Explain the difference between facts and opinion in social studies' topics.</i></li> <li>● <i>Explain the concept of point of view in social studies' topics.</i></li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Research and Present	
<b>3.TS.7.D.a: Conducting and presenting research with appropriate resources</b> <b>3.TS.7.E.a/b/c: Developing a research plan and identifying resources</b> <b>3.TS.7.F.a: Investigate and present research with appropriate resources</b>	
4.0 EE	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <li>● Generate compelling research questions about a social studies topic.</li> <li>● Apply a research process to a compelling social studies' question.</li> <li>● Identify AND use appropriate resources for investigating a compelling social studies' question.</li> <li>● With assistance, conduct AND present social studies' research to an audience using appropriate sources.</li> </ul>
3.0 ME	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Present social studies' research to an audience using appropriate sources.</li> <li><input type="checkbox"/> Generate supporting questions about social studies' topics.</li> <li><input type="checkbox"/> Use steps in a process to investigate a social studies' question.</li> <li><input type="checkbox"/> Use appropriate sources to investigate social studies' questions.</li> <li><input type="checkbox"/> Investigate an appropriate social studies' question and share results with assistance, if needed.</li> </ul>
2.5 NM	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 SD	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>● <i>Develop supporting questions about social studies' topics, with assistance.</i></li> <li>● <i>Describe a process to answer those questions.</i></li> <li>● <i>Discuss types of sources that would be helpful in exploring social studies' questions.</i></li> </ul>
1.0 AC	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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## Missouri Geography and Maps

### 3.EG.5 - Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment

*The student will:*

- 3.EG.5.A** - Read and construct historical and current maps
- 3.EG.5.B** - Name and locate major cities, rivers, regions, and states which border Missouri
  - Cities: St. Louis, Kansas City, Jefferson City, Springfield, St. Joseph, Independence, Columbia
  - Rivers: Mississippi, Missouri
  - Regions: Glaciated Till Plain, Osage Plains, Alluvial River Plain, Ozark Highlands, Mississippi Lowlands
  - Border States: Iowa, Kansas, Nebraska, Arkansas, Illinois, Kentucky, Tennessee, Oklahoma
- 3.EG.5.C** - Identify and compare physical and human geographic characteristics of Missouri
  - Physical: Climate, Topography, Relationship to ecosystems
  - Human: Population, People, Community, Culture

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## History: Missouri History

- **3.H.3.A. Knowledge of continuity and change in the history of Missouri and the United States**

*The student will:*

- 3.H.3.A.a** - Describe the migration of Native Americans to Missouri prior to European settlement in the state.
  - Reasons for movement (food, shelter, water)
- 3.H.3.A.b** - Describe the discovery, exploration and early settlement of Missouri by European immigrants.
  - Discovery: French and Spanish
  - Exploration: Jacques Marquette, Louis Jolliet, Robert de LaSalle, Etienne de Bourgmont
  - Early Settlement: trading posts, Ste. Genevieve, St. Charles, St. Louis
  - Missouri Waterways: Mississippi River, Missouri River
  - Identify and explain the Louisiana Purchase and Lewis and Clark Expedition
- 3.H.3.A.c** - Describe the reasons African peoples were enslaved and brought to Missouri.
  - Reasons for African peoples' enslavement: free labor
  - Reasons African peoples were brought to Missouri: land, natural resources, climate, farms, domestic reasons, factory workers

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## History: Civil War

- **3.H.3.B: Historical Perspective and passage of time in the history of Missouri and the United States**

*The student will:*

- 3.H.3.B.a** - Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.
  - War of 1812
  - Native American Movement West
  - Dred Scott Case
  - Slave Trade
- 3.H.3.G.a** - Explain Missouri's role in the Civil War, including the concept of a border state.
  - Northern states (factory based) versus Southern states (farming).
  - Missouri stayed in the Union, but some Missourians fought for either the Union or the Confederate.
  - Missouri was a slave state (Missouri Compromise), which seemed contradictory to fighting for the Union.
  - African Americans were also able to fight for the Union.
  - Most people didn't have slaves in Missouri. Slaves in Missouri worked on small farms.
- 3.H.3.G.b** - Describe the consequences of the Civil War in Missouri including on education, transportation, and communication.
  - Westward Expansion, Expansion of railroads and public education
  - Pony Express

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## Economics

### 3.E.4.A: - Knowledge of economic concepts and principles

*The student will:*

- 3.E.4.A.a** - Compare and contrast private and public goods and services
  - Public Goods: goods or services that cannot be withheld from customers who refuse to pay for them (i.e. street lighting, flood control, public safety, fire protection)
  - Services: activities performed by people, businesses, or governments
- 3.E.4.A.b** - Define and give examples of natural, capital and human resources
  - Natural: land, tress, water, petroleum
  - Capital: buildings, equipment, machines
  - Human: entrepreneurs
- 3.E.4.A.c** - Define and give examples of economy
  - Economy: the process or system by which goods and services are produced, sold, and bought in a country or region
- 3.E.4.A.d** - Explain supply and demand and how it affects the cost of an item
  - Demand: the lower the price of a good or service, the more it is purchased (vice versa)
  - Supply: having more availability or quantity of an item increases the possibility of an item being on sale

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## Missouri Government

- **3.PC.1.B:** Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

*The student will:*

- 3.PC.1.B.a** - Explain and give examples of how laws are made and changed within the state
- Understand the process of developing a law:
  - Drafting a bill, proposing a bill, moving the bill through the branches, vetoing the bill or signing the bill into a law, voting on law, petitioning to get a law on the ballot
  - Ways laws can be changed through the courts, though passing different laws, through repeal
- 3.PC.1.B.b** - Explain major purposes of the Missouri Constitution:
  - Supreme law of Missouri
  - Basic rights to citizens
  - Set up state government

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