

3rd Grade Standards

Common Core Standards

Reading Standards for Informational Text

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3: 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.

RI.3.7: 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).

Speaking and Listening Standards

SL.3.4: 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.

a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

Next Generation Science Standards

NSS Framework

By the end of grade 5. Water is found almost everywhere on Earth: as vapor; as fog or clouds in the atmosphere; as rain or snow falling from clouds; as ice, snow, and running water on land and in the ocean; and as groundwater beneath the surface. The downhill movement of water as it flows to the ocean shapes the appearance of the land. Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.

ESS2.E: Biogeology

By the end of grade 5. Living things affect the physical characteristics of their regions (e.g., plants' roots hold soil in place, beaver shelters and human-built dams alter the flow of water, plants' respiration affects the air). Many types of rocks and minerals are formed from the remains of organisms or are altered by their activities

ESS3.A: Natural Resources

By the end of grade 5. All materials, energy, and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.

ESS3.C: Human Impacts on Earth Systems

By the end of grade 5. Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. For example, they are treating sewage, reducing the amounts of materials they use, and regulating sources of pollution such as emissions from factories and power plants or the runoff from agricultural activities.