

*The Mississippi College- and Career-Readiness Standards for* ***Third Grade Classrooms***

**An Observational and Performance-Based Checklist**

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| Child Name |       | Teacher Name |       |
| School Name |       | School Year |       |

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| College and Career Readiness Standards  | **HEALTH (H)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **HEALTH (H)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **H.3.1** | **Comprehend concepts related to health promotion and disease prevention to enhance health.** |  |  |  |
| **H.3.1a** | Identify types of childhood injuries and illnesses and ways of prevention and treatment. |  |  |  |
| **H.3.1b** | Recognize and describe the relationship between personal health behaviors and individual well-being. |  |  |  |
| **H.3.1c** | Define nutritional terms on food labels (i.e., fats, calories, etc.). |  |  |  |
| **H.3.2** | **Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** |  |  |  |
| **H.3.2a** | Analyze how the media influences thoughts and feelings about healthy behavior. |  |  |  |
| **H.3.2b** | Identify ways that health care technology can impact personal health. |  |  |  |
| **H.3.3** | **Demonstrate the ability to access valid health information and products and services to enhance health.** |  |  |  |
| **H.3.3a** | Investigate how the availability of health services affect the community. |  |  |  |
| **H.3.3b** | Identify and discuss hazardous products. |  |  |  |
| **H.3.4** | **Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** |  |  |  |
| **H.3.4a** | Demonstrate ways to communicate needs, wants, and feelings through verbal and nonverbal communication. |  |  |  |
| **H.3.4b** | Apply ways to properly communicate care, consideration and respect for self and others. |  |  |  |
| **H.3.5** | **Demonstrate the ability to use decision-making skills to enhance health.** |  |  |  |
| **H.3.5a** | Communicate information that promotes positive health choices. (i.e., nutrition, physical activity, drug use, peer choices). |  |  |  |
| **H.3.6** | **Demonstrate the ability to use goal-setting skills to enhance health.** |  |  |  |
| **H.3.6a** | Develop a personal health plan and track progress toward achievement. |  |  |  |
| **H.3.7** | **Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** |  |  |  |
| **H.3.7a** | Demonstrate ways to avoid and reduce threatening or stressful situations. |  |  |  |
| **H.3.7b** | List personal rights and responsibilities of individuals at home and school. |  |  |  |
| **H.3.8** | **Understand the importance of demonstrating the ability to advocate for personal, family, and community health.** |  |  |  |
| **H.3.8a** | Describe characteristics needed to be a responsible friend and family member. |  |  |  |
| **H.3.8b** | Identify and understand the importance of contributing to the community. |  |  |  |
| **H.3.8c** | Demonstrate an ability to influence others to become involved in healthy community projects. |  |  |  |

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| College and Career Readiness Standards  | **THE ARTS (A)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **DANCE (DA)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **DA.CR1.1.3** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **DA.CR1a.1.3** | Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement. |  |  |  |
| **DA.CR1b.1.3** | Explore a given movement problem. Select and demonstrate a solution. |  |  |  |
| **DA.CR2.1.3** | **Organize and develop artistic ideas and work.** |  |  |  |
| **DA.CR2a.1.3** | Identify and experiment with choreographic devices to create simple movement patterns and dance structures for example, AB, ABA, theme and development). |  |  |  |
| **DA.CR2b.1.3** | Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices. |  |  |  |
| **DA.CR3.1.3** | **Refine and complete artistic work.** |  |  |  |
| **DA.CR3a.1.3** | Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements. |  |  |  |
| **DA.CR3b.1.3** | Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol. |  |  |  |
| **DA.PR4.1.3** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **DA.PR4a.1.3** | Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus. |  |  |  |
| **DA.PR4b.1.3** | Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing. |  |  |  |
| **DA.PR4c.1.3** | Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent. |  |  |  |
| **DA.PR5.1.3** | **Develop and refine artistic technique and work for presentation**. |  |  |  |
| **DA.PR5a.1.3** | Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support. |  |  |  |
| **DA.PR5b.1.3** | Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs. |  |  |  |
| **DA.PR5c.1.3** | Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills. |  |  |  |
| **DA.PR6.1.3** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **DA.PR6a.1.3** | Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage). |  |  |  |
| **DA.PR6b.1.3** | Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space. |  |  |  |
| **DA.RE7.1.3** | **Perceive and analyze artistic work.** |  |  |  |
| **DA.RE7a.1.3** | Find a movement pattern that creates a movement phrase in a dance work. |  |  |  |
| **DA.RE7b.1.3** | Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another. |  |  |  |
| **DA.RE8.1.3** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **DA.RE8a.1.3** | Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology. |  |  |  |
| **DA.RE9.1.3** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **DA.RE9a.1.3** | Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different. |  |  |  |
| **DA.CN10.1.3** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **DA.CN10a.1.3** | Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different. |  |  |  |
| **DA.CN10b.1.3** | Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form. |  |  |  |
| **DA.CN11.1.3** | **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.** |  |  |  |
| **DA.CN11a.1.3** | Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community. |  |  |  |
| **MEDIA ARTS (MA)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **MA.CR1.1.3** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **MA.CR1a.1.3** | Develop multiple ideas for media artworks using a variety of tools, methods and/or materials. |  |  |  |
| **MA.CR2.1.3** | **Organize and develop artistic ideas and work.** |  |  |  |
| **MA.CR2a.1.3** | Form, share, and test ideas, plans, and models to prepare for media arts productions. |  |  |  |
| **MA.CR3.1.3** | **Refine and complete artistic work.** |  |  |  |
| **MA.CR3a.1.3** | Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force. |  |  |  |
| **MA.CR3b.1.3** | Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks. |  |  |  |
| **MA.PR4.1.3** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MA.PR4a.1.3** | Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance. |  |  |  |
| **MA.PR5.1.3** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **MA.PR5a.1.3** | Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions. |  |  |  |
| **MA.PR5b.1.3** | Exhibit basic creative skills to invent new content and solutions within and through media arts productions. |  |  |  |
| **MA.PR5c.1.3** | Exhibit standard use of tools and techniques while constructing media artworks. |  |  |  |
| **MA.PR6.1.3** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **MA.PR6a.1.3** | Identify and describe the presentation conditions and take on roles and processes in presenting or distributing media artworks. |  |  |  |
| **MA.PR6b.1.3** | Identify and describe the experience and share results of and improvements for presenting media artworks. |  |  |  |
| **MA.RE7.1.3** | **Perceive and analyze artistic work.** |  |  |  |
| **MA.RE7a.1.3** | Identify and describe how messages are created by components in media artworks. |  |  |  |
| **MA.RE7b.1.3** | Identify and describe how various forms, methods, and styles in media artworks manage audience experience. |  |  |  |
| **MA.RE8.1.3** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **MA.RE8a.1.3** | Determine the purposes and meanings of media artworks while describing their context. |  |  |  |
| **MA.RE9.1.3** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **MA.RE9a.1.3** | Identify basic criteria for and evaluate media artworks, considering possible improvements and context. |  |  |  |
| **MA.CN10.1.3** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **MA.CN10a.1.3** | Use personal and external resources, such as interests, information, and models, to create media artworks. |  |  |  |
| **MA.CN10b.1.3** | Identify and show how media artworks form meanings, situations, and/or culture, such as popular media. |  |  |  |
| **MA.CN.11.1.3** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** |  |  |  |
| **MA.CN11a.1.3** | Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior. |  |  |  |
| **MA.CN11b.1.3** | Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness. |  |  |  |
| **MUSIC (MU)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **MU.CR1.1.3** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **MU.CR1a.1.3** | Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social). |  |  |  |
| **MU.CR1b.1.3** | Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. |  |  |  |
| **MU.CR2.1.3** | **Organize and develop artistic ideas and work.** |  |  |  |
| **MU.CR2a.1.3** | Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context. |  |  |  |
| **MU.CR2b.1.3** | Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. |  |  |  |
| **MU.CR3.1.3** | **Refine and complete artistic work.** |  |  |  |
| **MU.CR3a.1.3** | Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback. |  |  |  |
| **MU.CR3.2.3** | **Refine and complete artistic work.** |  |  |  |
| **MU.CR3a.2.3** | Present the final version of personal created music to others and describe connection to expressive intent. |  |  |  |
| **MU.PR4.1.3** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MU.PR4a.1.3** | Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. |  |  |  |
| **MU.PR4.2.3** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MU.PR4a.2.3** | Demonstrate understanding of the structure in music selected for performance. |  |  |  |
| **MU.PR4b.2.3** | When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. |  |  |  |
| **MU.PR4c.2.3** | Describe how context (such as personal and social) can inform a performance. |  |  |  |
| **MU.PR4.3.3** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **MU.PR4a.3.3** | Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo). |  |  |  |
| **MU.PR5.1.3** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **MU.PR5a.1.3** | Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances. |  |  |  |
| **MU.PR5b.1.3** | Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges. |  |  |  |
| **MU.PR6.1.3** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **MU.PR6a.1.3** | Perform music with expression and technical accuracy. |  |  |  |
| **MU.PR6b.1.3** | Demonstrate performance decorum and audience etiquette appropriate for the context and venue. |  |  |  |
| **MU.RE7.1.3** | **Perceive and analyze artistic work.** |  |  |  |
| **MU.RE7a.1.3** | Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. |  |  |  |
| **MU.RE7.2.3** | **Perceive and analyze artistic work.** |  |  |  |
| **MU.RE7a.2.3** | Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). |  |  |  |
| **MU.RE8.1.3** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **MU.RE8a.1.3** | Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent. |  |  |  |
| **MU.RE9.1.3** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **MU.RE9a.1.3** | Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. |  |  |  |
| **MU.CN10.0.3** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **MU.CN10a.0.3** | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. |  |  |  |
| **MU.CN11.0.3** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** |  |  |  |
| **MU.CN11a.0.3** | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |  |  |  |
| **THEATRE (TH)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **TH.CR1.1.3** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **TH.CR1a.1.3** | Create roles, imagined worlds, and improvised stories in a drama/theatre work. |  |  |  |
| **TH.CR1b.1.3** | Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. |  |  |  |
| **TH.CR1c.1.3** | Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. |  |  |  |
| **TH.CR2.1.3** | **Organize and develop artistic ideas and work.** |  |  |  |
| **TH.CR2a.1.3** | Participate in methods of investigation to devise original ideas for a drama/theatre work. |  |  |  |
| **TH.CR2b.1.3** | Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work. |  |  |  |
| **TH.CR3.1.3** | **Refine and complete artistic work.** |  |  |  |
| **TH.CR3a.1.3** | Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work. |  |  |  |
| **TH.CR3b.1.3** | Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work. |  |  |  |
| **TH.CR3c.1.3** | Practice and refine design and technical choices to support a devised or scripted drama/theatre work. |  |  |  |
| **TH.PR4.1.3** | **Select, analyze, and interpret artistic work for presentation.** |  |  |  |
| **TH.PR4a.1.3** | Apply the elements of dramatic structure to a story and create a drama/theatre work. |  |  |  |
| **TH.PR4b.1.3** | Investigate how movement and voice are incorporated into drama/theatre work. |  |  |  |
| **TH.PR5.1.3** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **TH.PR5a.1.3** | Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. |  |  |  |
| **TH.PR5b.1.3** | Identify the basic technical elements that can be used in drama/theatre work. |  |  |  |
| **TH.PR6.1.3** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **TH.PR6a.1.3** | Practice drama/theatre work and share reflections individually and in small groups. |  |  |  |
| **TH.RE7.1.3** | **Perceive and analyze artistic work.** |  |  |  |
| **TH.RE7a.1.3** | Understand why artistic choices are made in a drama/theatre work. |  |  |  |
| **TH.RE8.1.3** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **TH.RE8a.1.3** | Consider multiple personal experiences when participating in or observing a drama/theatre work. |  |  |  |
| **TH.RE8b.1.3** | Consider multiple ways to develop a character using physical characteristics and prop or costume design choices that reflect cultural perspectives in drama/theatre work. |  |  |  |
| **TH.RE.8c.1.3** | Examine how connections are made between oneself and a character’s emotions in drama/theatre work. |  |  |  |
| **TH.RE9.1.3** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **TH.RE9a.1.3** | Understand how and why groups evaluate drama/theatre work. |  |  |  |
| **TH.RE9b.1.3** | Consider and analyze technical elements from multiple drama/theatre works. |  |  |  |
| **TH.RE9c.1.3** | Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective. |  |  |  |
| **TH.CN10.1.3** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **TH.CN10a.1.3** | Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work. |  |  |  |
| **TH.CN11.1.3** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** |  |  |  |
| **TH.CN11a.1.3** | Identify connections to community, social issues and other content areas in drama/theatre work. |  |  |  |
| **TH.CN11.2.3** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**  |  |  |  |
| **TH.CN11a.2.3** | Explore how stories are adapted from literature to drama/theatre work. |  |  |  |
| **TH.CN11b.2.3** | Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions. |  |  |  |
| **VISUAL ARTS (VA)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **VA.CR1.1.3** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **VA.CR1a.1.3** | Elaborate on an imaginative idea. |  |  |  |
| **VA.CR1.2.3** | **Generate and conceptualize artistic ideas and work.** |  |  |  |
| **VA.CR1a.2.3** | Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. |  |  |  |
| **VA.CR2.1.3** | **Organize and develop artistic ideas and work.** |  |  |  |
| **VA.CR2a.1.3** | Create personally satisfying artwork using a variety of artistic processes and materials. |  |  |  |
| **VA.CR2.2.3** | **Organize and develop artistic ideas and work.** |  |  |  |
| **VA.CR2a.2.3** | Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. |  |  |  |
| **VA.CR2.3.3** | **Organize and develop artistic ideas and work.** |  |  |  |
| **VA.CR2a.3.3** | Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life. |  |  |  |
| **VA.CR3.1.3** | **Refine and complete artistic work.** |  |  |  |
| **VA.CR3a.1.3** | Elaborate visual information by adding details in an artwork to enhance emerging meaning. |  |  |  |
| **VA.PR4.1.3** | **Select, analyze and interpret artistic work for presentation.** |  |  |  |
| **VA.PR4a.1.3** | Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. |  |  |  |
| **VA.PR5.1.3** | **Develop and refine artistic techniques and work for presentation.** |  |  |  |
| **VA.PR5a.1.3** | Identify exhibit space and prepare works of art including artists’ statements, for presentation. |  |  |  |
| **VA.PR6.1.3** | **Convey meaning through the presentation of artistic work.** |  |  |  |
| **VA.PR6a.1.3** | Identify and explain how and where different cultures record and illustrate stories and history of life through art. |  |  |  |
| **VA.RE7.1.3** | **Perceive and analyze artistic work.** |  |  |  |
| **VA.RE7a.1.3** | Speculate about processes an artist uses to create a work of art. |  |  |  |
| **VA.RE7.2.3** | **Perceive and analyze artistic work.** |  |  |  |
| **VA.RE7a.2.3** | Determine messages communicated by an image. |  |  |  |
| **VA.RE8.1.3** | **Interpret intent and meaning in artistic work.** |  |  |  |
| **VA.RE8a.1.3** | Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. |  |  |  |
| **VA.RE9.1.3** | **Apply criteria to evaluate artistic work.** |  |  |  |
| **VA.RE9a.1.3** | Evaluate an artwork based on given criteria. |  |  |  |
| **VA.CN10.1.3** | **Synthesize and relate knowledge and personal experiences to make art.** |  |  |  |
| **VA.CN10a.1.3** | Develop a work of art based on observations of surroundings. |  |  |  |
| **VA.CN11.1.3** | **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.** |  |  |  |
| **VA.CN11a.1.3** | Recognize that responses to art change depending on knowledge of the time and place in which it was made. |  |  |  |

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| College and Career Readiness Standards  | **ENGLISH LANGUAGE ARTS (ELA)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **READING STANDARDS FOR LITERATURE (RL)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.RL.3.1** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |  |  |
| **ELA.RL.3.2** | 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. |  |  |  |
| **ELA.RL.3.3** | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |  |  |  |
| **ELA.RL.3.4** | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |  |  |  |
| **ELA.RL.3.5** | 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. |  |  |  |
| **ELA.RL.3.6** | Distinguish their own point of view from that of the narrator or those of the characters. |  |  |  |
| **ELA.RL.3.7** | 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). |  |  |  |
| **ELA.RL.3.8** | (not applicable to literature) |  |  |  |
| **ELA.RL.3.9** | 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). |  |  |  |
| **ELA.RL.3.10** | 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. |  |  |  |
| **READING STANDARDS FOR INFORMATIONAL TEXT (RI)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.RI.3.1** | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |  |  |  |
| **ELA.RI.3.2** | Determine the main idea of a text; recount the key details and explain how they support the main idea. |  |  |  |
| **ELA.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. |  |  |  |
| **ELA.RI.3.4** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |  |  |  |
| **ELA.RI.3.5** | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |  |  |  |
| **ELA.RI.3.6** | Distinguish their own point of view from that of the author of a text. |  |  |  |
| **ELA.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). |  |  |  |
| **ELA.RI.3.8** | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |  |  |  |
| **ELA.RI.3.9** | Compare and contrast the most important points and key details presented in two texts on the same topic. |  |  |  |
| **ELA.RI.3.10** | 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. |  |  |  |
| **READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.RF.3.3** | Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |
| **ELA.RF.3.3a** | Identify and know the meaning of the most common prefixes and derivational suffixes. |  |  |  |
| **ELA.RF.3.3b** | Decode words with common Latin suffixes. |  |  |  |
| **ELA.RF.3.3c** | Decode multi-syllable words. |  |  |  |
| **ELA.RF.3.3d** | Read grade-appropriate irregularly spelled words. |  |  |  |
| **ELA.RF.3.4** | Read with sufficient accuracy and fluency to support comprehension. |  |  |  |
| **ELA.RF.3.4a** | Read grade-level text with purpose and understanding. |  |  |  |
| **ELA.RF.3.4b** | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |
| **ELA.RF.3.4c** | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |
| **WRITING STANDARDS (W)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.W.3.1** | Write opinion pieces on topics or texts, supporting a point of view with reasons. |  |  |  |
| **ELA.W.3.1a** | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. |  |  |  |
| **ELA.W.3.1b** | Provide reasons that support the opinion. |  |  |  |
| **ELA.W.3.1c** | Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. |  |  |  |
| **ELA.W.3.1d** | Provide a concluding statement or section. |  |  |  |
| **ELA.W.3.2** | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |  |  |  |
| **ELA.W.3.2a** | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |  |  |  |
| **ELA.W.3.2b** | Develop the topic with facts, definitions, and details. |  |  |  |
| **ELA.W.3.2c** | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |  |  |  |
| **ELA.W.3.2d** | Provide a concluding statement or section. |  |  |  |
| **ELA.W.3.3** | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |  |  |
| **ELA.W.3.3a** | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |  |  |  |
| **ELA.W.3.3b** | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |  |  |  |
| **ELA.W.3.3c** | Use temporal words and phrases to signal event order. |  |  |  |
| **ELA.W.3.3d** | Provide a sense of closure. |  |  |  |
| **ELA.W.3.4** | 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.) |  |  |  |
| **ELA.W.3.5** | 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). |  |  |  |
| **ELA.W.3.6** | 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. |  |  |  |
| **ELA.W.3.7** | Conduct short research projects that build knowledge about a topic. |  |  |  |
| **ELA.W.3.8** | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |  |  |  |
| **ELA.W.3.9** | Begins in grade 4. |  |  |  |
| **ELA.W.3.10** | 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. |  |  |  |
| **SPEAKING & LISTENING STANDARDS (SL)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.SL.3.1** | 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. |  |  |  |
| **ELA.SL.3.1a** | 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. |  |  |  |
| **ELA.SL.3.1b** | 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). |  |  |  |
| **ELA.SL.3.1c** | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |  |  |  |
| **ELA.SL.3.1d** | Explain their own ideas and understanding in light of the discussion. |  |  |  |
| **ELA.SL.3.2** | 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. |  |  |  |
| **ELA.SL.3.3** | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |  |  |  |
| **ELA.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. |  |  |  |
| **ELA.SL.3.5** | 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. |  |  |  |
| **ELA.SL.3.6** | 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 for specific expectations.) |  |  |  |
| **LANGUAGE STANDARDS (L)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **ELA.L.3.1** | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. |  |  |  |
| **ELA.L.3.1a** | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |  |  |  |
| **ELA.L.3.1b** | Form and use regular and irregular plural nouns. |  |  |  |
| **ELA.L.3.1c** | Use abstract nouns (e.g., childhood). |  |  |  |
| **ELA.L.3.1d** | Form and use regular and irregular verbs. |  |  |  |
| **ELA.L.3.1e** | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. |  |  |  |
| **ELA.L.3.1f** | Ensure subject-verb and pronoun-antecedent agreement. |  |  |  |
| **ELA.L.3.1g** | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |  |  |  |
| **ELA.L.3.1h** | Use coordinating and subordinating conjunctions. |  |  |  |
| **ELA.L.3.1i** | Produce simple, compound, and complex sentences. |  |  |  |
| **ELA.L.3.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |
| **ELA.L.3.2a** | Capitalize appropriate words in titles. |  |  |  |
| **ELA.L.3.2b** | Use commas in addresses. |  |  |  |
| **ELA.L.3.2c** | Use commas and quotation marks in dialogue. |  |  |  |
| **ELA.L.3.2d** | Form and use possessives. |  |  |  |
| **ELA.L.3.2e** | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |  |  |  |
| **ELA.L.3.2f** | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  |  |  |
| **ELA.L.3.2g** | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  |  |  |
| **ELA.L.3.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |
| **ELA.L.3.3a** | Choose words and phrases for effect. |  |  |  |
| **ELA.L.3.3b** | Recognize and observe differences between the conventions of spoken and written standard English. |  |  |  |
| **ELA.L.3.4** | 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. |  |  |  |
| **ELA.L.3.4a** | Use sentence-level context as a clue to the meaning of a word or phrase. |  |  |  |
| **ELA.L.3.4b** | 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). |  |  |  |
| **ELA.L.3.4c** | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). |  |  |  |
| **ELA.L.3.4d** | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |  |  |  |
| **ELA.L.3.5** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |
| **ELA.L.3.5a** | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |  |  |  |
| **ELA.L.3.5b** | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |  |  |  |
| **ELA.L.3.5c** | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |  |  |  |
| **ELA.L.3.6** | 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). |  |  |  |

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| College and Career Readiness Standards  | **MATHEMATICS (M)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **OPERATIONS & ALGEBRAIC THINKING (OA)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.OA.3.1** | Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. |  |  |  |
| **M.OA.3.2** | Interpret whole-number quotients of whole numbers, (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. |  |  |  |
| **M.OA.3.3** | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). |  |  |  |
| **M.OA.3.4** | Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. For example, determine the unknown number that makes the equation true in each of the equations 8 ×? = 48, 5 =? ÷ 3, 6 × 6 = ?. |  |  |  |
| **M.OA.3.5** | Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) |  |  |  |
| **M.OA.3.6** | Understand division as an unknown-factor problem, where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. |  |  |  |
| **M.OA.3.7** | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division. |  |  |  |
| **M.OA.3.8** | Solve two-step (two operational steps) word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Include problems with whole dollar amounts. |  |  |  |
| **M.OA.3.9** | Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |  |  |  |
| **NUMBER AND OPERATIONS IN BASE TEN (NBT)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.NBT.3.1** | Use place value understanding to round whole numbers to the nearest 10 or 100. |  |  |  |
| **M.NBT.3.2** | Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts |  |  |  |
| **M.NBT.3.3** | Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. |  |  |  |
| **NUMBER AND OPERATIONS - FRACTIONS (NF)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.NF.3.1** | Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. |  |  |  |
| **M.NF.3.2a** | Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.  |  |  |  |
| **M.NF.3.2b** | Understand a fraction as a number on the number line; represent fractions on a number line; represent fractions on a number line diagram. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. |  |  |  |
| **M.NF.3.3a** | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize that comparisons are valid only when the two fractions refer to the same whole |  |  |  |
| **M.NF.3.3b** | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, (e.g., by using a visual fraction model).  |  |  |  |
| **M.NF.3.3c** | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.  |  |  |  |
| **M.NF.3.3d** | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, (e.g., by using a visual fraction model). |  |  |  |
| **MEASUREMENT & DATA (MD)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.MD.3.1** | Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, (e.g., by representing the problem on a number line diagram). |  |  |  |
| **M.MD.3.2** | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, (e.g., by using drawings {such as a beaker with a measurement scale} to represent the problem). |  |  |  |
| **M.MD.3.3** | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. |  |  |  |
| **M.MD.3.4** | Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. |  |  |  |
| **M.MD.3.5a** | Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.  |  |  |  |
| **M.MD.3.5b** | Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units |  |  |  |
| **M.MD.3.6** | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). |  |  |  |
| **M.MD.3.7a** | Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. |  |  |  |
| **M.MD.3.7b** | Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of rectangles with whole-number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. |  |  |  |
| **M.MD.3.7c** | Relate area to the operations of multiplication and addition. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. |  |  |  |
| **M.MD.3.7d** | Relate area to the operations of multiplication and addition. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Recognize area as additive. |  |  |  |
| **M.MD.3.8** | Solve real world and mathematical problems involving perimeters of polygons, including: finding the perimeter given the side lengths, finding an unknown side length, and exhibiting (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters. |  |  |  |
| **GEOMETRY (G)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **M.G.3.1** | Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |  |  |  |
| **M.G.3.2** | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. |  |  |  |

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| College and Career Readiness Standards  | **PHYSICAL EDUCATION (PD)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| The 2013 Mississippi Physical Education Framework competencies are based on national standards and are required to be taught to all students. Suggested objectives can be found on the Framework document. School districts are encouraged to include additional objectives that meet the needs of the students in their district. | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **PE.3.1** | Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. |  |  |  |
| **PE.3.2** | Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. |  |  |  |
| **PE.3.3** | Participates regularly in physical activity. |  |  |  |
| **PE.3.4** | Achieve and maintain a health-enhancing level of physical fitness. |  |  |  |
| **PE.3.5** | Exhibit responsible personal and social behavior that respects self and others in physical activity settings. |  |  |  |
| **PE.3.6** | Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. |  |  |  |

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| College and Career Readiness Standards  | **SCIENCE (SCI)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **LIFE SCIENCE (L)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SCI.L.3.1** | Students will demonstrate an understanding of internal and external structures in plants and animals and how they relate to their growth, survival, behavior, and reproduction within an environment. |  |  |  |
| **SCI.L.3.1.1** | Examine evidence to communicate information that the internal and external structures of animals (e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, and behavior. |  |  |  |
| **SCI.L.3.1.2** | Examine evidence to communicate information that the internal and external structures of plant (e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction. |  |  |  |
| **SCI.L.3.1.3** | Obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments, (e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce or temperatures are not favorable). |  |  |  |
| **SCI.L.3.2** | Students will demonstrate an understanding that through reproduction, the survival and physical features of plants and animals are inherited traits from parent organisms but can also be influenced by the environment. |  |  |  |
| **SCI.L.3.2.1** | Identify traits and describe how traits are passed from parent organism(s) to offspring in plants and animals. |  |  |  |
| **SCI.L.3.2.2** | Describe and provide examples of plant and animal offspring from a single parent organism (e.g., bamboo, fern, or starfish) as being an exact replica with identical traits as the parent organism. |  |  |  |
| **SCI.L.3.2.3** | Describe and provide examples of offspring from two parent organisms as containing a combination of inherited traits from both parent organisms. |  |  |  |
| **SCI.L.3.2.4** | Obtain and communicate data to provide evidence that plants and animals have traits inherited from both parent organisms and that variations of these traits exist in groups of similar organisms (e.g., flower colors in pea plants or fur color and pattern in animal offspring). |  |  |  |
| **SCI.L.3.2.5** | Research to justify the concept that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, changes in an arctic fox’s fur color due to light and/or temperature, or flamingo plumage). |  |  |  |
| **SCI.L.3.4** | Students will demonstrate an understanding of how adaptations allow animals to satisfy life needs and respond both physically and behaviorally to their environment. |  |  |  |
| **SCI.L.3.4.1** | Obtain data from informational text to explain how changes in habitats (both those that occur naturally and those caused by organisms) can be beneficial or harmful to the organisms that live there. |  |  |  |
| **SCI.L.3.4.2** | Ask questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction (e.g., sea turtles, the dodo bird, or nocturnal species). |  |  |  |
| **SCI.L.3.4.3** | Analyze and interpret data to explain how variations in characteristics among organisms of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns being less likely to be eaten by predators or animals with better camouflage colorations being more likely to survive and bear offspring). |  |  |  |
| **SCI.L.3.4.4** | Define and improve a solution to a problem created by environmental changes and any resulting impacts on the types of density and distribution of plant and animal populations living in the environment (e.g., replanting sea oats in coastal areas or developing or preserving wildlife corridors and green belts). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment. |  |  |  |
| **SCI.L.3.4.5** | Construct scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments (e.g., marine fossils on dry land, tropical plant fossils in arctic areas, or fossils of extinct organisms in any environment). |  |  |  |
| **PHYSICAL SCIENCE (P)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SCI.P.3.5** | Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat. |  |  |  |
| **SCI.P.3.5.1** | Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating). |  |  |  |
| **SCI.P.3.5.2** | Develop and use models to communicate the concept that matter is made of particles too small to be seen that move freely around in space (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air). |  |  |  |
| **SCI.P.3.5.3** | Plan and conduct investigations that particles speed up or slow down with addition or removal of heat. |  |  |  |
| **SCI.P.3.6** | Students will demonstrate an understanding of magnets and the effects of pushes, pulls, and friction on the motion of objects. |  |  |  |
| **SCI.P.3.6.1** | Compare and contrast the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength). |  |  |  |
| **SCI.P.3.6.2** | Plan an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object. |  |  |  |
| **SCI.P.3.6.3** | Research and communicate information to explain how magnets are used in everyday life. |  |  |  |
| **SCI.P.3.6.4** | Define and solve a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paperclip holders, finding studs in walls, magnetized paint). Use an engineering design process to define the problem, design, construct, evaluate, and improve the magnet. |  |  |  |
| **EARTH AND SPACE SCIENCE (E)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SCI.E.3.7A** | Students will demonstrate an understanding of the various processes involved in the rock cycle, superposition of rock layers, and fossil formation. |  |  |  |
| **SCI.E.3.7A.1** | Plan and conduct controlled scientific investigations to identify the processes involved in forming the three major types of rock, and investigate common techniques used to identify them. |  |  |  |
| **SCI.E.3.7A.2** | Develop and use models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time. |  |  |  |
| **SCI.E.3.7A.3** | Ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock. |  |  |  |
| **SCI.E.3.7B** | Students will demonstrate an understanding of the composition of Earth and the processes which change Earth’s landforms. |  |  |  |
| **SCI.E.3.7B.1** | Obtain and evaluate scientific information (e.g. using technology) to describe the four major layers of Earth and the varying compositions of each layer. |  |  |  |
| **SCI.E.3.7B.2** | Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands. |  |  |  |
| **SCI.E.3.7B.3** | Develop and use models of weathering, erosion, and deposition processes which explain the appearance of various Earth features (e.g., the Grand Canyon, Arches National Park in Utah, Plymouth Bluff in Columbus, or Red Bluff in Marion County, Mississippi). |  |  |  |
| **SCI.E.3.7B.4** | Compare and contrast constructive (e.g., deposition, volcano) and destructive (e.g., weathering, erosion, earthquake) processes of the Earth. |  |  |  |
| **SCI.E.3.9** | Students will demonstrate an understanding of how the Earth’s systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere) interact in multiple ways to affect Earth's surface materials and processes. |  |  |  |
| **SCI.E.3.9.1** | Develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere (e.g., digital models, illustrations, flip books, diagrams, charts, tables). |  |  |  |
| **SCI.E.3.9.2** | Construct explanations of how different landforms and surface features result from the location and movement of water on Earth’s surface (e.g., watersheds, drainage basins, deltas, or rivers). |  |  |  |
| **SCI.E.3.9.3** | Use graphical representations to communicate the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, rivers, glaciers, groundwater, or polar ice caps). |  |  |  |
| **SCI.E.3.10** | Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources. |  |  |  |
| **SCI.E.3.10.1** | Identify some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify as renewable or nonrenewable. |  |  |  |
| **SCI.E.3.10.2** | Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources. |  |  |  |
| **SCI.E.3.10.3** | Use maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment. |  |  |  |
| **SCI.E.3.10.4** | Design a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment. |  |  |  |

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| College and Career Readiness Standards  | **SOCIAL STUDIES (SS)** |
| Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development |
| **CIVICS (CI)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.CI.3.1** | Explain how an individual exercises rights and responsibilities within community and local government. |  |  |  |
| **SS.CI.3.1.1** | Identify core and civic virtues. |  |  |  |
| **SS.CI.3.1.2** | Compare and contrast figures of authority and their positions pertaining to upholding civic responsibilities. |  |  |  |
| **SS.CI.3.2** | Demonstrate knowledge of community and local government. |  |  |  |
| **SS.CI.3.2.1** | Identify the three branches of government at local level. |  |  |  |
| **SS.CI.3.2.2** | Demonstrate how and why the local government creates and enforces laws. |  |  |  |
| **SS.CI.3.2.3** | Analyze why laws are important to a community. |  |  |  |
| **SS.CI.3.2.4** | Categorize services provided by the local community and government. |  |  |  |
| **SS.CI.3.3** | Compare and contrast how all people, not just official leaders, play important roles in local government and portray good citizenship. |  |  |  |
| **SS.CI.3.3.1** | Categorize the way Americans feel about their rights and responsibilities, e.g. individual rights and freedoms, the common good, and respecting the law. |  |  |  |
| **SS.CI.3.3.2** | Argue the characteristics of a responsible citizen. |  |  |  |
| **ECONOMICS (E)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.E.3.1** | Analyze the role of money within a community and local government. |  |  |  |
| **SS.E.3.1.1** | Define tax and the purpose of paying taxes. |  |  |  |
| **SS.E.3.1.2** | Identify taxable goods and services within the local community. |  |  |  |
| **SS.E.3.1.3** | Interpret job sources and availability. |  |  |  |
| **SS.E.3.2** | Evaluate the role of trade within a community and local government. |  |  |  |
| **SS.E.3.2.1** | Define trade. |  |  |  |
| **SS.E.3.2.2** | Distinguish between import and export. |  |  |  |
| **SS.E.3.2.3** | Identify local products and resources involved in trade with the local community. |  |  |  |
| **SS.E.3.2.4** | Investigate the origin of local products for sale in the local community. |  |  |  |
| **SS.E.3.3** | Explain how people earn income. |  |  |  |
| **SS.E.3.3.1** | Describe the skills and knowledge required to produce certain goods and services. |  |  |  |
| **SS.E.3.3.2** | Evaluate the impact of skills and knowledge on an individual’s income. |  |  |  |
| **SS.E.3.3.3** | Explain how economic development determines where people can choose to live. |  |  |  |
| **CIVIL RIGHTS (CR)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.CR.3.1** | Explain how a democracy relies on people’s responsible participation. |  |  |  |
| **SS.CR.3.1.1** | Define democracy. |  |  |  |
| **SS.CR.3.1.2** | Explain the voting process. |  |  |  |
| **SS.CR.3.2** | Examine how cultural diversity strengthens the community. |  |  |  |
| **SS.CR.3.2.1** | Analyze cultural artifacts and the representations of the community. |  |  |  |
| **SS.CR.3.2.2** | Debate how historical figures respond to cultural changes, needs, and concerns of people. |  |  |  |
| **SS.CR.3.3** | Examine Declaration of Independence, Constitution, and Bill of Rights in order to recognize basic principles of democracy and civil liberties. |  |  |  |
| **SS.CR.3.3.1** | Identify civil liberties within the First Amendment. |  |  |  |
| **SS.CR.3.3.2** | Cite examples of how civil liberties are exercised in the local community. |  |  |  |
| **GEOGRAPHY (G)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.G.3.1** | Identify ways humans have altered the physical environment. |  |  |  |
| **SS.G.3.1.1** | Explain how various industries, such as farming, fishing, timber, etc., have altered the physical environment. |  |  |  |
| **SS.G.3.1.2** | Utilize vocabulary associated with human influence on the environment. |  |  |  |
| **SS.G.3.2** | Identify ways natural disasters affect the physical environment. |  |  |  |
| **SS.G.3.2.1** | Identify characteristics of a natural disaster. |  |  |  |
| **SS.G.3.2.2** | Explain how local, state, and national governments cooperate to manage natural disasters. |  |  |  |
| **SS.G.3.2.3** | Evaluate how natural disasters can alter settlement patterns. |  |  |  |
| **SS.G.3.3** | Explain how technological advancements have influenced the environment. |  |  |  |
| **SS.G.3.3.1** | Evaluate how different energy sources have impacted the environment. |  |  |  |
| **SS.G.3.3.2** | Explain how communication and technological innovations have altered the environment. |  |  |  |
| **SS.G.3.3.3** | Recognize the geographic impact of using oil and various energy sources in the twenty-first century. Ex. Oil, petroleum, nuclear power, and solar power. |  |  |  |
| **SS.G.3.4** | Recognize maps, graphs, and other representations of the earth. |  |  |  |
| **SS.G.3.4.1** | Evaluate patterns of population distributions. |  |  |  |
| **SS.G.3.5** | Describe the relationship between locations of resources and patterns of population distribution. |  |  |  |
| **SS.G.3.5.1** | Define renewable and nonrenewable resources. |  |  |  |
| **SS.G.3.5.2** | Categorize types of energy resources as renewable and nonrenewable. |  |  |  |
| **HISTORY (H)** | **OBSERVATIONS** |
| Fall | Winter | Spring |
| **SS.H.3.1** | Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy. |  |  |  |
| **SS.H.3.1.1** | Explain who held power in each type of government. |  |  |  |
| **SS.H.3.1.2** | Compare and contrast the different types of government related to source of authority, limits on power and examples of each. |  |  |  |
| **SS.H.3.1.3** | Cite an example of each type of government from history. |  |  |  |
| **SS.H.3.2** | Explain the role of Representative Democracy in framing the American government. |  |  |  |
| **SS.H.3.2.1** | Explain the roles of the three branches of government. |  |  |  |
| **SS.H.3.2.2** | Compare and contrast separation of powers and check and balances |  |  |  |
| **SS.H.3.2.3** | Explain the role of popular sovereignty in maintaining a democracy. |  |  |  |
| **SS.H.3.3** | Trace the history of voting rights in America. |  |  |  |
| **SS.H.3.3.1** | Define voting, suffrage and franchise. |  |  |  |
| **SS.H.3.3.2** | Illustrate the expansion of voting rights in America. |  |  |  |