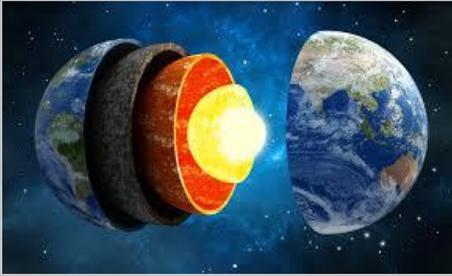


SCIENCE



S6C1PO1 Identify the layers of the Earth: crust, mantle, core (inner and outer)

S6C1PO2 Describe the different types of rocks and how they are formed: metamorphic, igneous, and sedimentary

S6C1PO3 Classify rocks based on the following physical properties: color, texture

S5C3PO1 Demonstrate that light can be: reflected (with mirrors), refracted (with prisms), absorbed (by dark surfaces)

S5C3PO3 Demonstrate that vibrating objects produce sound.

S4C1PO1 Describe the function of the following plant structures: roots – absorb nutrients, stems – provide support leaves – synthesize food, flowers – attract pollinators and produce seeds for reproduction.

S4C2PO1 Compare life cycles of various plants (e.g., conifers, flowering plants, ferns).

S4C2PO2 Explain how growth, death, and decay are part of the plant life cycle.

S4C3PO2 Examine an ecosystem to identify microscopic and macroscopic organisms

S4C3PO3 Explain the interrelationships among plants and animals in different environments: producers – plants, consumers – animals, decomposers – fungi, insects, bacteria

SOCIAL STUDIES

.1SS.C3.PO2 I can describe how European countries explored the New World to make money and gain power.

3.1SS.C3.PO3 I can explain European explorers and their discoveries in the New World.

3.2SS.C5.PO2 I can explain how Europeans explored the world.

3.2SS.C2.PO1 I can explain how the government and culture of today began in Ancient Greece.

3.3SS.C4.PO5 I can describe Ancient Civilizations and explain how they have changed over time.

3.3SS.C1.PO1 I can explain how our national symbols and monuments show American democracy and value.

3.3SS.C2.PO1 I can explain the three branches of the American Government.

3.1SS.C10.PO2 I can compare and contrast current events with historical events.



Rice

Elementary



3rd GRADE Safety Net Standards

MISSION STATEMENT

We exist to educate and empower students to become culturally responsive, global Nínee.

VISION STATEMENT

The vision of San Carlos Unified School District No. 20 is to be an effective student focused learning community graduating culturally confident citizens.

READING

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.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.

3.RL.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).

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

3.RI.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.

3.RI.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.

3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

3RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.

MATH

3.OA.A.1 Interpret products of whole numbers as the total number of objects in equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each).

3.OA.A.2 Interpret whole number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

3.OA.C.7 Fluently multiply and divide within 100. By the end of Grade 3, know from memory all multiplication products through 10×10 and division quotients when both the quotient and divisor are less than or equal to 10.

3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

3.MD.C.7 Relate area to the operations of multiplication and addition.

3.MD.C.8 Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.

WRITING

3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

3.W.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.)

3.W.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.

3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

