

## Sample Common Core Standards Addressed

Many of the CCSS appear at each grade level 3<sup>rd</sup> – 8<sup>th</sup>.

Below is a sampling of CCSS appropriate for all

Bloom's Differentiated Enrichment Units.

Apply your appropriate grade-level standards.

### **READING**

#### **Key Ideas and Details**

- 3.RIT.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RIT.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RIT.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.RIT.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- ALL Grade levels: RIT.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts.
- 4.RIT.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- 5.RIT.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### **Craft and Structure**

- 3.RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area.
- 3.RIT.5. Use text features and search tools to locate information relevant to a given topic efficiently.

#### **Integration of Knowledge and Ideas**

##### **Grade 3**

- 3.RIT.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

##### **Grade 4**

- 4.RIT.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

##### **Grade 5**

- 5.RIT.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

## *To the Teacher*

### **SPEAKING AND LISTENING**

#### **Presentation of Knowledge and Ideas**

- 3.SL.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.
- 8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **LANGUAGE**

#### **Conventions of Standard English**

- 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.

#### **Vocabulary Acquisition and Use**

- 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing flexibly from a range of strategies.
- 3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

### **WRITING**

#### **Text Types and Purposes**

- 3.W.1 Write opinion pieces on topics supporting a point of view with reasons and information.
- 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.
- 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

#### **Research to Build and Present Knowledge**

- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

- 4.W.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

## **Next Generation Science Standards – Life Sciences** **Sample Disciplinary Core Ideas and Expectations from January 2013 Draft**

### **LS1: From Molecules to Organisms: Structures and Processes**

- 3 LS1a** Construct explanations from evidence that life cycles of plants and animals have similar features and predictable patterns.
- 4 LS1a** Use simple models to describe that plants and animals have major internal and external structures, including organs, that support survival, growth, behavior, and reproduction.
- 4 LS1b** Design, test, and compare solutions that replace or enhance the functional of an external animals structure necessary for survival.
- MS LS1g** Design and conduct an investigation to generate evidence for the role of specialized plant structures in the reproduction of plants, including the role of some animal behaviors resulting in successful plant reproduction.

### **LS2: Ecosystems: Interactions, Energy, and Dynamics**

- 2 LS2a** Develop and use models to compare how living things depend on their surroundings to meet their needs in the places they live.
- 2 LS2c** Design a solution to a problem caused when a habitat changes and some of the plants and animals may no longer be able to live there.
- 5 LS2a** Construct and use models of food webs to describe the transfer of matter among plants, animals, decomposers, and the environment and discuss limitations of these models.
- 5 LS2b** Formulate questions and predict outcomes about how organisms, such as fungi and bacteria, operate as decomposers to restore (recycle) some materials back to the soil for plants to use in local ecosystems.

### **LS4: Biological Evolution: Unity and Diversity**

- 2 LS4a** Make observations about the variety of plants and animals living in an area and identify the specific places they live in order to make comparisons between different areas.
- 3 LS4e** Use evidence about organisms in their natural habitats to design an artificial habitat in which the organisms can survive well.

## **National Science Standards** **Sample Content Standards addressed within the Rubric**

### ***Content Standard A***

**As a result of activities in grades K-4 and 5-8, all students should develop**

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

### ***Content Standard C***

**As a result of activities in grades K-4, all students should develop understanding of**

- The characteristics of organisms
- Life cycles of organisms
- Organisms and environments