3. Linerodependent Kelationspips in ECosystems 3. Linerodependent Kelationspips 3. Linerodependent 3. Linerodepend		•			
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 Select Product and a granter in text some annuals for a group of the product and the product andi		Construct an argument that so	mo animals form groups that holp momhors surv	NO IClarification Statement, Examples of groups	
 3-14-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they level for a contraction is brank or data index to the standard in	3-L32-1.	could include a herd of cattle, a swarm of be	es, a flock of geese, a pod of whales, etc.]	Ive. [Clarification statement: Examples of groups	
Heed long ago. [Laintaka Steement: hanging and sould include type, size, and defaultation of tool organizes. Transpiss of finals and minimal. Assessment is limited to major basis (Special Active well), some survive less well, and some cannot survive at a particular hanging the size of wells well, and some cannot survive at a particular hanging the size of wells well and animals. Has in the size of the size of the size well, and some cannot survive at a particular hanging the size of wells well and some cannot survive at a particular hanging the size of wells well and some cannot survive at a solution of a particular hanging the size of wells well and the size of	3-LS4-1.	Analyze and interpret data from	n fossils to provide evidence of the organisms an	d the environments in which they	
acidal index Between the basis found on the year. Between the basis found on the year. Between the basis found on the year. 34.154.3. Construct an argument with evidence that in a particular habitat some organisms can be available and induce needs and ind		lived long ago. [Clarification Stateme	nt: Examples of data could include type, size, and distributions of fossil	organisms. Examples of fossils and environments	
 Included evidence losses or prevent plants and annuals. Assessment 6 similed to regar losse and reader actival optical reader activation reader activati		could include marine fossils found on dry lan	d, tropical plant fossils found in Arctic areas, and fossils of extinct organ	isms.] [Assessment Boundary: Assessment does	
 Selence and programs the source and provide selection in a particular habitation to the dest and banchemics of the organism of the meets and banchemics of the organism of the meets and banchemics of the organism of the meets and the types of a source and the types of the source and the types of a source and the type of the source and the source and the type of the source and the source and the source and the type of the source and the source and the theoret and the source and the type of the source and the type of the source and the source	2164.2	not include identification of specific fossils or	present plants and animals. Assessment is limited to major fossil types	and relative ages.]	
14:34: Weith and a solution built the rest for a solution to a problem caused when the environment changes and the thype of plants and animals that live there may change.* [cubic data solution merits is caused when the environment changes and the thype of plants and animals that live there may change.* [cubic data solution merits is caused when the environment changes and the thype of plants and animals that live there may change.* [cubic data solution merits is caused when the environment changes and the type of plants and animals that live there may change.* [cubic data solution merits is caused when the environment changes and the type of plants and the graphical solution merits is caused when the environment [Josseverent Rundry: Wesseverent Rundry:	3-L34-3.	Loss well, and some connect sur	vive at all . Clarification Clatement. Sugarish	ns can survive well, some survive	
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Jants and animals that live there may change." [Custication Statement: Exceptes of environmental energies and heade bolt heade into any second texade bolt minister loss and presentente la custome interventing and environmental energies. Nado Residence Change. Disciplinary Core Ldeas Consecution any environmental energies. Nado Residence Statement I: Science and Engineering Practices Analyzing and interpreting Dial Disciplinary Core Ldeas Consecution and programmental energies. Nado Residence Statement I: Science and effect fraitenergies are realized with the environment energies in wes that affairs fraitenergies. The environment energies in the Residence of the environment energies. Science 20: 13: 13: 53: 31 Disciplinary Core Ldeas Corescuting Concentration of the environment energies in the Residence of the environment energies in the Residence of the environment energies in the Residence down environment environment energies in the Residence down environment envintene environment environment environment environment en	3-LS4-4.	Make a claim about the merit of	of a solution to a problem caused when the enviro	onment changes and the types of	
Intrast-induced changes in land characteristic, ward distribution, frond, and their organisms [] Kuessement Boundary. Assessment Is limited to a single environment of them of a source of control does not include the reventouse of text of characteristics. The confirmance expectations above were developed using the fibring derivatis from the NRC document A fractices must be a marking and interpreting Practices and the source of the problem (a bit of them of the source). Fibring Dialog D		plants and animals that live the	ere may change.* [Clarification Statement: Examples of enviro	promental changes could include both natural and	
Independence of Sections Developed Accessment Action In Parliament Action Programs In Control Market Sections Developed Action Interpreting Data Analyzing and Interpreting Data Analyzing Data Developed Accessment Action Control (1998) (19		human-influenced changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a			
Solutions of Engineering Products Consecution the Net Account in the Net Account is internation in the Net Account is internation in the Net Account in the Net Account is internation in the Net Account in the Net Account is internation in the Net Account in the Net Account is internation in the Net Net Account is internation in the Net Account is internatis int		single environmental change. Assessment do	es not include the greenhouse effect or climate change.]		
 Science and Engineering Practices Disciplinary Core Ldeas Disciplinary Core Ldeas Disciplinary Core Ldeas Cause and Engineering Practices Mankying and hittpreting Data analyzing and hittpreting Data constructions and progressis on threading multiple fails of qualitative constructions and integrated parameters solutions solution solution		The performance expectations above were of	eveloped using the following elements from the NRC document A Fram	ework for K-12 Science Education:	
Inalyzing and Interpreting Data Analyzing data in S- Builds on K-2 experiences and progresses to infroducing quantitative approaches to epistical characteristics, lumparature, or availability of system store and conducing multiplicitus's quantitative descrutions. When possible and fassible, digital tools show to new to new toolew the advisormed multiplicitus's or phenomena using logical reasoning. (31-54-1) Engagging in Argument from Evidence Engagging in Argument from Evidence Engagging in Argument from Evidence explanations or solutions proposed by poes by other references and constraint multiplicitus and designed variets of the evidence show the advisormed variets of the evidence show the advisormed variets of the evidence show the advisor and show the evidence different functions and vary dramatcally in size. (Note: Rever and Explanations or solutions proposed by poes by other reference without on advisor (advisor). Cause and Effect (Cause and Effect (Cause and Effect) (Cause and	Scien	ce and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts	
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 progress to infroducing quantitative approaches to collecting data and conducting multiple rinks of qualitative descriptions. When possible and feasible, duitative descriptions. When possible and feasible, duitative and progress to and the active marks sense of physical characteristics. Jet produce, others move to new locations, yet others move info the transform of physical characteristics. Jet physical characteristics move to new locations, yet others move info the transform of physical characteristics. Jet physical characteristics of physical characteristics. Jet physical characteristics move to new locations, yet others move info the transform of physical characteristics. Jet physical characteristics of physical characteristics. Jet physical characteristics move to new locations, yet others move info the transform of physical characteristics. Jet physical characteristics of physical characteristics. Jet physical characteristics move to new locations, and yet and marks that or one should be physical transformatical in the physical characteristics. Jet physical characteristics of physical characteristics and uray dramatically in size. <i>(Note: Movel from argenetics</i>, 12(4):41-11. J. A. Setter, The described in terms of its components and their interactions. (34:54-4) J. Setter, Movel and another the problem. (34:54-4) J. Setter, Movel and another and another the problem. (34:54-4) J. Setter, Movel and another and another the problem. (34:54-4) J. Setter, Movel and another and another the problem. (34:54-4) J. Setter, Movel and another and another the problem. (34:54-4) J. Setter, Movel and another and another there and another the problem. (34:54-4) J. Setter, Movel and another and another the problem. (Analyzing dat	a in 3–5 builds on K–2 experiences and	 When the environment changes in ways that affect a place's 	 Cause and effect relationships are routinely 	
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 should be used. Analyze and interpret data to make sense of phenomena using logical reasoning. (3:15-1) Engaging in Argument from evidence in 3-5 builts on K-2 operiences and progressis to citizing the scalability. (MYSED) Being part of a group helps some animals builts explorations or solutions proposed by peers by citing relevant evidence about the nature and designed worlds. Construct an argument time vidence. (3:15-4) (MYSED) Being part of a group helps some animals builts. <i>Acutes Charts Science</i>. <i>Engineering</i>. <i>Acutes</i> (3:15-4) (MYSED) Being part of a group helps some animals builts on the world neither Acutes. <i>Acutes</i> (3:15-4) (MYSED) Being part of a group helps some animals built note it world neither Acutes. <i>Acutes</i> (3:15-4) (MYSED) Being part of a group helps some animals built note it world neither Acutes. <i>Acutes</i> (3:15-4) (MYSED) Being part of a group helps some animals built note it world neither Acutes. <i>Acutes</i> (3:15-4) (MYSED) Being part of a source helps and animals that note it world neither Acutes. <i>Acutes</i> (3:15-4) (MYSED) Being part of a source helps and animals that note it world neither Acutes. <i>Acutes</i> (3:15-4) (Secondard anywhere. <i>(Neither Acutes</i>) (Secondard anywhere. <i>Neither Sore Charts</i> (3:15-4) (Secondard anywhere. <i>(Neither Acutes</i>) (Secondard anywhere	collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools		move to new locations, vet others move into the transformed	Scale, Proportion, and Quantity	
 Analyze and interpret data to make sense of phenomena using logical research of a group helps some animals obtain the ratural and designed words. ELS2.D: Social Interactions and Surger Boddes A system can be described in terms of its Engaging in argument from evidence in 3-5 builds on K-2 (31-52-1). Expanalitions or solutions proposes to criticular the sciencific applanding or a signer with evidence. (31-54-2). Construct an argument with evidence. (31-54-2). A solutions proposes to criticular the natural and designed words. Construct an argument with evidence. (31-54-2). Some kinds of plants and animats that once lives of many science in the evidence means. Construct an argument with evidence. (31-54-2). Some kinds of plants and animats that once lives of the evidenments. Some kinds of plants and animats that once lives of argument that word long ago and also about the natural and designed words. State 1. State 1.<td colspan="2">should be used.</td><td>environment, and some die. <i>(secondary to 3-LS4-4)</i></td><td> Observable phenomena exist from very short </td>	should be used.		environment, and some die. <i>(secondary to 3-LS4-4)</i>	 Observable phenomena exist from very short 	
 Proceedings in argument from evidence in 3-5 builts on K-2 end defend thereads, and avoid preprise some animates out and out of the outperformed and end departs of a group heigh some animates outperformed and end departs of a group heigh some animates outperformed and end departs of a group heigh some animates of the control of the outperformed and departs of a group heigh some animates of the control of the outperformed and departs of the outperformed and depa	 Analyze and interpret data to make sense of phonomena using logical reasoning (2) (54.1) 		LS2.D: Social Interactions and Group Behavior	to very long time periods. (3-LS4-1)	
 Engapping in argument from evidence in 1-5 builts on F-2 spreiness and progresses to criticulang the scientic explanators or solutions proposed by peers by cling relevant evidence about the natural and designed words. Construct an argument with evidence, data, and/ora model. (3:52-1) Construct an argument with evidence, (3:54-3) Make a class both the robolem. (3:154-4) Construct an argument with evidence, (3:154-3) Construct an argument with evidence, (3:154-3) Construct an argument with evidence, (3:154-4) Construct an argument with evidence, (3:154-3) Construct an argument with evidence, (3:154-3) Construct an argument with evidence, (3:154-3) Construct an argument with evidence about the nature of their environment, some kinds of evidence about the nature of solutions of science. Engineering, at (3:154-1) LS4.: Evidence of Comment, some kinds of organisms survive well, some survive less well, and some cannot survive at (3:154-1) LS4.: Biodiversity and Humans Populations their in a variety of habitats, and change in those habitats affects the organisms living there. (3:154-4) Connections to Nature of Science Science ansumes consistency in Natural Systems. Science ansumes consistency in Natural Systems. Science ansumes questions to a last of a last of a test recount the kystem of publicity to the test as the basis for the answers. (3:154-4): MSLSA (3:154-4): MSLSA (3:154-4): MSLSA (3:154-4): MSLSA (3:154-4): MSLSA (3:154-4): MSLSA (3:154-4): MSLSA (3:154-4): MSLSA (3:154-4): MSLSA	Engaging in Argument from Evidence		 (NYSED) Being part of a group heips some animals obtain food defend themselves and survive Groups may serve 	 A system can be described in terms of its 	
 expensions and progress to critiquing the scientific explanations or solutions proposed by peers by diving relevant evidence about the natural and designed worlds. Construct an argument with evidence, data, and/or a molecular evidence about the material and designed worlds. Some kinds of plants and animats that once if the revision and anythere. (<i>Aick: Moved fram K-2)</i> (3:154-1). Some kinds of plants and anywhere. (<i>Aick: Moved fram K-2)</i> (3:154-1). Some kinds of plants and anywhere. (<i>Aick: Moved fram K-2)</i> (3:154-1). Some kinds of plants and anywhere. (<i>Mick: Moved fram K-2)</i> (3:154-1). For any particular environment, some kinds of organisms that lived long ago and abo about the types of organisms that invel long ago and abo about the merit of a solution to a protein the solution in a protein with evidence. (3:154-4). For any particular environment, some kinds of organisms that invel long adout how it meris the criteria and constraints of the problem. (3:154-4). For any particular environment, some kinds of organisms is more at all. (3:154-4). For any particular environment, some kinds of organisms is a findings is important in engineering. and Technology. For any particular environment, some kinds of organisms is a solution or book and about the natural systems. Populations live in a variety of habitats, and change in those habitats affects the organisms inving there. (3:154-4). Connections to Nature of Science that and a solution or the solution problem. (3:154-4). Connections to the DOIs in third grade: 3:ESS2.D (3:154-4). Steps 1: Stand and as a day and abo about the types of robatists, and change in those habitats affects the organisms inving there. (3:154-4). Connections to Alarce of Science that any the solution or the solution problem scase grade-leves: KESS3.D (3:154-4). Connections	Engaging in argument from evidence in 3–5 builds on K–2 different functions and vary dramatically in size. (Note: Moved components and their interactions. (3-LS4				
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 Construct an argument with evidence. (3-LS4-3) Make a class about the motion of a problem (3-LS4-4) LS4.C: Adaptation For any particular environment, some kinds of organisms survive less well, and some cannot survive at all. (3-LS4-4) LS4.C: Adaptation For any particular environment, some kinds of organisms survive less well, and some cannot survive at all. (3-LS4-4) LS4.D: Biodiversity and Humans Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) LS4.D: Biodiversity and Humans Populations live in a variety of habitats, and change in those some consistent patterns in natural systems. (3-LS4-4) Atticulation of DCIs and some consistent patterns in natural systems. (3-LS4-4) Atticulation of DCIs and some consistent patterns in natural systems. (3-LS4-4): SLS2.D (3-LS4-4): SLS2.D (3-LS4-4): SLS2.A (3-LS4-4):	model. (3-LS2-1) Fos		 Fossils provide evidence about the types of organisms that 		
 Wake a Calin Journel for the for the solution for problem by clinic relevant solution to the problem. (3-LS4-4) LS4.C: Adaptation - For any particular environment, some kinds of organisms survive eas well, and some cannot survive at all. (3-LS4-3) LS4.C: Adaptation - For any particular environment, some kinds of organisms survive eas well, and some cannot survive at all. (3-LS4-3) LS4.D: Biodiversity and Humans Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) Connections to Nature of Science Assumes an Order and Consistency in Nature of Science assumes consistent patterns in natural systems. (3-LS4-1) Connections to other DCIs in third grade: 3.ESS2.D (3-LS4-3): 3.ESS3.B (3-LS4-4) Articulation of DCr. across grade-levels: K.ESS3.A (3-LS4-3): (3-LS4-4): KETS1.A (3-LS4-1): (1-LS1.B (3-LS2-1): 2.LS2.A (3-LS4-3): (3-LS4-4): (3-	 Construct an argument with evidence. (3-LS4-3) 		lived long ago and also about the nature of their environments.	Interdependence of Science, Engineering,	
 criteria and constraints of the problem. (3-LS4-4) For any particular environment, some kinds of organisms survive ess well, and some cannot survive at all (3-LS4-3) LS4.D: Biodiversity and Humans Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) Connections to other DCIs in third grade: 3.ESS2.D (3-LS4-3) LS53.B (3-LS4-4) Connections to DCIs across grade-levels: K.ESS3.A (3-LS4-3) (3-LS4-4) LS53.B (3-LS4-4) Articulation of DCIs across grade-levels: K.ESS3.A (3-LS4-3) (3-LS4-4) LS54.C (3-LS4-1): 4.ESS3.B (3-LS4-4): MSLES2.D (3-LS4-3): 3.ESS3.B (3-LS4-4): 1.LS1.B (3-LS2-1): 2.LS2.A (3-LS4-4): 2.LS4.D (3-LS4-1): (3-LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS2-1): 2.LS2.A (3-LS4-4): 2.LS4.D (3-LS4-1): 3.LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 2.LS2.A (3-LS4-1): 2.LS4.D (3-LS4-1): 3.LS4-1): 3.LS4-C (3-LS4-1): 4.LS53.D (3-LS4-1): 4.LS53.D (3-LS4-1): 4.LS53.D (3-LS4-1): 4.LS54.D (3-LS4-1): 4.LS4-1): 4.LS54.D (3-LS4-1): 4.LS54.D (3-LS4-1): 4.LS54.D (3-LS4-1): 4.LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 1.LS1.B (3-LS4-1): 2.LS2.A (3-LS4-1): 3.LS4-L (3-LS4-1): 4.LS4-L (3-LS	 Make a cl by citing 	relevant evidence about how it meets the	(3-LS4-1)	 Knowledge of relevant scientific concepts and 	
 survive vell, some survive survive survive survive survive survive survive survive survive surv	criteria ar	nd constraints of the problem. (3-LS4-4)	 For any particular environment, some kinds of organisms 	research findings is important in engineering.	
at all. (3:154-3) LS4.0: Biodiversity and Humans • Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3:154-4) • Connections to Nature of Science Scientific Knowledge Assumes an Order and Consistency in Natural Systems. • Scientific Knowledge Assumes an Order and Consistency in Natural Systems. • Scientific Knowledge Assumes an Order and Consistency in Natural Systems. Articulation of DCIs across grade-levels: K.ESS3.8 (3:154-4): A. (3:152-1): A. (3:154-4): A. (3:152-1): A. (3:1			survive well, some survive less well, and some cannot survive	(3-LS4-4)	
 Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-L54-4) Connections to other DCIs in third grade: 3.ESS2.D (3-L54-3): 3.ESS3.B (3-L54-4) Connections to other DCIs in third grade: 3.ESS2.D (3-L54-3): 3.ESS3.B (3-L54-4) Articulation of DCIs across grade-levels: K.ESS3.A (3-L54-3): 3.ESS3.B (3-L54-4): K.ESS3.A (3-L54-3): 3.ESS3.B (3-L54-4): K.ESS3.A (3-L54-3): (3-L54-4): K.ESS3.A (3-L54-4): K.ESS3			at all. (3-LS4-3)		
habitats affects the organisms living there. (3-LSA-4) Scientific Knowledge Assumes an Order and Consistency in Natural Systems. Connections to other DCIs in third grade: 3.ESS2.D (3-LSA-3): 3.ESS3.B (3-LSA-4) Science assumes consistent patterns in natural systems. (3-LSA-4): (3			 Populations live in a variety of habitats, and change in those 	Connections to Nature of Science	
Connections to other DCIs in third grade: 3.ESS2.D (3-L54-3); 3.ESS3.B (3-L54-4) Articulation of DCIs across grade-levels: K.ESS3.A (3-L54-3); 3.ESS3.B (3-L54-4) Articulation of DCIs across grade-levels: K.ESS3.A (3-L54-3); 3.ESS3.B (3-L54-4): Articulation of DCIs across grade-levels: K.ESS3.A (3-L54-3); 3.ESS3.B (3-L54-4): Articulation of DCIs across grade-levels: K.ESS3.A (3-L54-3); 3.ESS3.B (3-L54-4): MSLS4.C (3-L54-1): 4.ESS3.B (3-L54-4): MSLS4.A (3-L54-4): MSLS4.C (3-L54-4): MSLS4.A (3-L54-4): MSLS4.B (3-L54-4): Common Core State Standards Connections: ELMAILteracy - R1.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-L52-1),(3-L54-1), (3-L54-3), (3-L54-4): R1.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-L54-1), (3-L54-3), (3-L54-4) R1.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-L52-1), (3-L54-1), (3-L54-3), (3-L54-4) R1.3.1 Mstep text recount the key details and explain how they support the main idea. (3-L52-1), (3-L54-4), (3-L54-4) W.3.2 Write information from experiences or gather information from print and digital sources; or steps in technical procedures in a text, using language that pertains to time, sequence,			habitats affects the organisms living there. (3-LS4-4)		
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Connections to other DCIs in third grade: 3.ESS2.D (3-LS4-3); 3.ESS3.B (3-LS4-4) Articulation of DCIs across grade-levels: K.ESS3.A (3-LS4-3)(3-LS4-4); K.ETS1.A (3-LS4-4); 1.LS1.B (3-LS2-1); 2.LS2.A (3-LS4-3), (3-LS4-4); 2.LS4.D (3-LS4-3), (3-LS4-4); AESS1.C (3-LS4-1), 4.ESS1.B (3-LS4-4); K.ETS1.A (3-LS4-4); 1.LS1.B (3-LS2-1); 2.LS2.A (3-LS4-3), (3-LS4-4); MS.LS4.B (3-LS4-3); MSLS4.C (3-LS4-1), 4.ESS1.B (3-LS4-4); K.ETS1.A (3-LS4-4); 1.LS1.B (3-LS2-1); (3-LS4-4); MS.LS2.A (3-LS4-4); MSLS4.C (3-LS4-3), (3-LS4-4); MS.ESS1.C (3-LS4-1), (3-LS4-3), (3-LS4-4); MSLS4.C (3-LS4-3), (3-LS4-4); MS.ESS1.C (3-LS4-1), (3-LS4-3), (3-LS4-4); MSLS4.C (3-LS4-7), (3-LS4-3), (3-LS4-4); MSLS52.C (3-LS4-1), (3-LS4-3), (3-LS4-4); R1.3.1 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-LS2-1), (3-LS4-3), (3-LS4-4); W.3.1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-3), (3-LS4-4); W.3.1 Report on a topic or text, tell a story, or recount an experinece with appropriate closs strading clearly at an unders				 Science assumes consistent patterns in 	
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 <i>Connections to other DCIs in linit grade:</i> 3:ESS2.B (3:154-3); 3:ESS3.B (3:154-4); <i>Articulation of DCIs across grade-levels:</i> K:ESS3.A (3:154-4); MS.LS2.A (3:154-4); 1.LS1.B (3:152-1); 2.LS2.A (3:154-4); MS.LS4.A (3:154-4); MS.LS4.B (3:154-4); <i>AESS</i>1.C (3:154-3), (3:154-4); MS.ESS1.C (3:154-4); MS.LS2.A (3:152-1), (3:154-4); MS.LS2.C (3:154-4); MS.LS4.A (3:154-1); MS.LS4.B (3:154-3), (3:154-4); <i>MS.LS4.C</i> (3:154-3), (3:154-4); MS.ESS1.C (3:154-1), (3:154-3), (3:154-4); MS.ESS2.B (3:154-1); MS.ESS3.C (3:154-4); <i>Common Care State Standards Connections:</i> <i>LAVLiteracy</i> - RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3:152-1), (3:154-1), (3:154-3), (3:154-4) RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3:154-1), (3:154-3), (3:154-3), (3:154-4) 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. (3:152-1), (3:154-1), (3:154-3), (3:154-4) W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3:152-1), (3:154-1), (3:154-3), (3:154-4) W.3.8 Recall informative/explanatory texts to examine a topic and convey ideas and information clearly. (3:154-1), (3:154-3), (3:154-1) S.4.4 Rodel with mathematics. (3:152-1), (3:154-3), (3:154-4) MAthematics - MP.2 Reason abstractly and quantitatively. (3:154-3), (3:154-3), (3:154-4) MP.4 Model with mathematics. (3:152-1), (3:154-3), (3:154-4) MP.5 Use appropriate tools strategically. (3:154-1), (3:154-3), (3:154-4) MP.4 Model with mathematics. (3:152-1), (3:154-3), (3:154-4) MP.4 Model with mathematics. (3:152-1), (3:154-3), (3:154-4) MP.5 Use appropriate tools strategic	Compositions	- other DOL is third and 2 FCC2 D (2164.2)	- 2 FCC2 B (2 + C4 4)		
 4.ESS1.C (3-LS4-1): 4.ESS3.B (3-LS4-4): 4.ETS1.A (3-LS4-4): MS.LS2.A (3-LS2-1).(3-LS4-3).(3-LS4-4): MS.LS2.C (3-LS4-4): MS.LS4.A (3-LS4-1): MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1): MS.LS4.A (3-LS4-1): MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1): MS.LS4.A (3-LS4-1): MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1): MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1): MS.LS4.A (3-LS4-1): MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1): MS.LS4.A (3-LS4-1): MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1); MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1); MS.LS4.B (3-LS4-3); (3-LS4-4): MS.LS4.A (3-LS4-1); MS.LS4.B (3-LS4-3); (3-LS4-1); MS.LS4.B (3-LS4-3); (3-LS4-3); (3-LS4-3); (3-LS4-4): MS.LS4.B (3-LS4-1); MS	Connections to other DUIs in third grade: $3.ESS2.D$ (3-LS4-3); $3.ESS3.B$ (3-LS4-4) Articulation of DUIs across grade layels: K ESS3.A (3-LS4-3); $4.ESS3.B$ (3-LS4-4): $1.ES1.B$ (3-LS2-1): $2.ES2.A$ (3-LS4-3); $2.ES4.D$ (3-LS4-3); $2.ES4.D$ (3-LS4-3); $3.ESS3.B$ (3-LS4-4):				
 MS.LS4.C (3-LS4-3), (3-LS4-4); MS.ESS1.C (3-LS4-1), (3-LS4-3), (3-LS4-4); MS.ESS2.B (3-LS4-1); MS.ESS3.C (3-LS4-4) <i>Common Core State Standards Connections:</i> <i>ELA/Literacy</i> - R1.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1), (3-LS4-1), (3-LS4-3), (3-LS4-4) R1.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-3), (3LS4-4) R1.3.3 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. (3-LS4-1), (3-LS4-3), (3-LS4-4) W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1), (3-LS4-3), (3-LS4-4) W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-3), (3-LS4-4) 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. (3-LS4-1) M.3.8 Recall information prevented in science with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-4) MP.4 Model with mathematics. (3-LS2-1), (3-LS4-3), (3-LS4-4) MP.5 Use appropriate tools strategically. (3-LS4-1), (3-LS4-3), (3-LS4-3) M.B.4 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. (3-LS4-3) 3.MD.B.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 scale bar graphs. (3-LS4-	4.ESS1.C (3-LS4-1); 4.ESS3.B (3-LS4-4); 4.ETS1.A (3-LS4-4); MS.LS2.A (3-LS2-1), (3-LS4-1)(3-LS4-3), (3-LS4-4); MS.LS2.C (3-LS4-4); MS.LS4.A (3-LS4-1); MS.LS4.B (3-LS4-3);				
 <i>Common Care State Standards Connections:</i> <i>ELA/Literacy</i> – R1.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (<i>3-LS2-1</i>),(<i>3-LS4-1</i>),(<i>3-LS4-3</i>),(<i>3-LS4-4</i>) R1.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (<i>3-LS4-1</i>),(<i>3-LS4-3</i>),(<i>3LS4-4</i>) R1.3.3 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. (<i>3-LS2-1</i>),(<i>3-LS4-3</i>),(<i>3-LS4-4</i>) W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (<i>3-LS2-1</i>),(<i>3-LS4-3</i>),(<i>3-LS4-4</i>) W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (<i>3-LS4-1</i>),(<i>3-LS4-3</i>),(<i>3-LS4-4</i>) 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. (<i>3-LS4-1</i>), (<i>3-LS4-4</i>) W.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. (<i>3-LS4-4</i>), (<i>3-LS4-4</i>) MP.4 Model with mathematics. (<i>3-LS4-1</i>), (<i>3-LS4-3</i>), (<i>3-LS4-4</i>) MP.5 Use appropriate tools strategically. (<i>3-LS4-1</i>), (<i>3-LS4-3</i>), (<i>3-LS4-4</i>) MP.5 Use appropriate tools strategically 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. (<i>3-LS4-3</i>) 3.MD.B.3 Draw a scaled picture graph and a scaled bar graphs. (<i>3-LS4-3</i>) 3.MD.B.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 of fin app	MS.LS4.C (3-LS4-3),(3-LS4-4); MS.ESS1.C (3-LS4-1),(3-LS4-3),(3-LS4-4); MS.ESS2.B (3-LS4-1); MS.ESS3.C (3-LS4-4)				
 As and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (<i>3-LS2-1</i>), (<i>3-LS4-3</i>), (<i>3-LS4-4</i>) Wile opinion pieces on topics or texts, supporting a point of view with reasons. (<i>3-LS2-1</i>), (<i>3-LS4-3</i>), (<i>3-LS4-4</i>) W.3.1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (<i>3-LS4-3</i>), (<i>3-LS4-4</i>) 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. (<i>3-LS4-1</i>), (<i>3-LS4-4</i>) W.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. (<i>3-LS4-4</i>) Mathematics - MP.2 Reason abstractly and quantitatively. (<i>3-LS4-1</i>), (<i>3-LS4-3</i>), (<i>3-LS4-4</i>) MP.4 Model with mathematics. (<i>3-LS2-1</i>), (<i>3-LS4-3</i>), (<i>3-LS4-4</i>) MP.5 Use appropriate tools strategically. (<i>3-LS4-1</i>) MD.8.3 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. (<i>3-LS4-3</i>) 3.MD.8.4 Generate measurement data by measuring lengths. (<i>3-LS4-3</i>) 	Common Core State Standards Connections:				
 R1.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-L54-1), (3-L54-3), (3L54-4) R1.3.3 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. (3-L52-1), (3-L54-1), (3-L54-2), (3-L54-2), (3-L54-4) W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-L52-1), (3-L54-1), (3-L54-2), (3-L54-4) W.3.2 Write information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-L54-1) 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. (3-L54-3), (3-L54-4) M2.2 Mathematics - MP.2 Reason abstractly and quantitatively. (3-L54-3), (3-L54-3), (3-L54-4) MP.4 Model with mathematics. (3-L52-1), (3-L54-3), (3-L54-3), (3-L54-4) MP.5 Use appropriate tools strategically. (3-L54-1), (3-L54-3), (3-L54-3) S.NBT Number and Operations in Base Ten (3-L52-1) 3.MD.B.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. (3-L54-3) 3.MD.B.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 tonls—whole numbers. halves, or quarters. (3-L54-1) 	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)				
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	3.IVID.B.4	is marked off in appropriate units—whole number	ths using rulers marked with naives and fourths of an inch. Show the dates, halves, or quarters, <i>(3-LS4-1)</i>	ata by making a line plot, where the horizontal scale	

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DRAFT - New York State P-12 Science Learning Standards – DRAFT

3. Inheritance and Variation of Traits: Life Cycles and Traits Students who demonstrate understanding can: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, 3-LS1-1. growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.] 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.] 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.] 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could include plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to produce offspring.] The performance expectations above were developed using the following elements from the NRC document A Framework for K-12 Science Education: Science and Engineering Practices **Disciplinary Core Ideas Crosscutting Concepts Developing and Using Models** LS1.B: Growth and Development of Organisms Patterns Similarities and differences in patterns Modeling in 3-5 builds on K-2 experiences and progresses to Reproduction is essential to the continued existence of every building and revising simple models and using models to kind of organism. Plants and animals have unique and diverse can be used to sort and classify natural represent events and design solutions. life cycles. (3-LS1-1) phenomena. (3-LS3-1) Develop models to describe phenomena. (3-LS1-1) LS3.A: Inheritance of Traits Patterns of change can be used to make Analyzing and Interpreting Data Many characteristics of organisms are inherited from their predictions. (3-LS1-1) Analyzing data in 3-5 builds on K-2 experiences and progresses parents. (3-LS3-1) Cause and Effect to introducing quantitative approaches to collecting data and Other characteristics result from individuals' interactions with Cause and effect relationships are conducting multiple trials of qualitative observations. the environment, which can range from diet to learning. (3routinely identified and used to explain When possible and feasible, digital tools should be used. LS3-2) change. (3-LS3-2), (3-LS4-2) Analyze and interpret data to make sense of phenomena (NYSED) Some characteristics result from the interactions of both inheritance and the effect of the environment. (3-LS3-2) using logical reasoning. (3-LS3-1) **Constructing Explanations and Designing Solutions** LS3.B: Variation of Traits Constructing explanations and designing solutions in 3-5 builds Different organisms vary in how they look and function on K-2 experiences and progresses to the use of evidence in because they have different inherited information. (3-LS3-1) constructing explanations that specify variables that describe and The environment also affects the traits that an organism predict phenomena and in designing multiple solutions to design develops. (3-LS3-2) problems. LS4.B: Natural Selection Use evidence (e.g., observations, patterns) to support an Sometimes the differences in characteristics between explanation. (3-LS3-2) individuals of the same species provide advantages in Use evidence (e.g., observations, patterns) to construct an surviving, finding mates, and reproducing. (3-LS4-2) explanation. (3-LS4-2) Connections to Nature of Science Scientific Knowledge is Based on Empirical Evidence Science findings are based on recognizing patterns. (3-LS1-1) Connections to other DCIs in third grade: 3.LS4.C (3-LS4-2) Articulation of DCIs across grade-levels: 1.LS3.A (3-LS3-1), (3-LS4-2); 1.LS3.B (3-LS3-1); MS.LS1.B (3-LS1-1), (3-LS3-2); MS.LS2.A (3-LS4-2); MS.LS3.A (3-LS3-1); MS.LS3.B (3-LS1-1), (3-LS LS3-1),(3-LS4-2); MS.LS4.B (3-LS4-2) Common Core State Standards Connections: ELA/Literacy Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2), (3-LS4-2) RI.3.1 RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1), (3-LS3-2), (3-LS4-2) 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. (3-LS3-1), (3-LS3-2), (3-LS4-2) 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). (3-LS1-1) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1), (3-LS3-2), (3-LS3-2) W32 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. (3-LS3-1), (3-LS3-2), (3-LS4-2) 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. (3-LS1-1) Mathematics MP.2 Reason abstractly and quantitatively. (3-LS3-1), (3-LS3-2), (3-LS4-2) MP.4 Model with mathematics. (3-LS1-1), (3-LS3-1), (3-LS3-2), (3-LS4-2) 3.NBT Number and Operations in Base Ten (3-LS1-1) Number and Operations—Fractions (3-LS1-1) 3.NF 3.MD.B.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. (3-LS4-2) 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 3.MD.B.4 scale is marked off in appropriate units-whole numbers, halves, or quarters. (3-LS3-1), (3-LS3-2)

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