

# 3rd Grade Report Card Scoring Guides *2023-2024*

K I R K W O O D  
S C H O O L D I S T R I C T





The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning standard on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the standard
- 2–Approaching: The student is sometimes able to meet the standard
- 1–Beginning: The student is not yet meeting the expectations of the standard independently

The expected performance for all students is a "3," which signifies that they are meeting the standard. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

# **English Language Arts**

## Phonics

**3.RF.3.A.a** Develop phonics in the reading process by decoding multisyllabic words in context, and independent of context, by applying common spelling patterns.

Q1		Q2		Q3		Q4	
Demonstrate and apply phonics skills							
3	I can demonstrate and apply phonics skills.	3	I can demonstrate and apply phonics skills.	3	I can demonstrate and apply phonics skills.	3	I can demonstrate and apply phonics skills.
2	I can sometimes demonstrate and apply phonics skills.	2	I can sometimes demonstrate and apply phonics skills.	2	I can sometimes demonstrate and apply phonics skills.	2	I can sometimes demonstrate and apply phonics skills.
1	I need help to demonstrate and apply phonics skills.	1	I need help to demonstrate and apply phonics skills.	1	I need help to demonstrate and apply phonics skills.	1	I need help to demonstrate and apply phonics skills.

## Reading Comprehension

**3.R.1.A.c** Develop and demonstrate reading skills in response to text by summarizing a story’s beginning, middle, and determining their central message, lesson or moral.

**3.R.3.A.b** Read, infer, and draw conclusions to identify the details or facts that support the main idea.

**3.R.2.A.b** Read, infer, analyze, and draw conclusions to describe the personality traits of characters from the thoughts, words, and actions.

**3.R.3.C.e** Read, infer and draw conclusions to compare and contrast the most important points and key details presented in texts on the same topic.

Q1		Q2		Q3		Q4	
Retell a story's beginning, middle, and end		Identify the details or facts that support the main idea		Describe the personality of characters from their thoughts, words and actions		Compare and contrast the most important points and key details presented in texts on the same topic	
3	I can retell a story's beginning, middle, and end.	3	I can identify the details or facts that support the main idea.	3	I can describe the personality of characters from their thoughts, words and actions.	3	I can compare and contrast the most important points and key details presented in texts on the same topic.
2	I can sometimes retell a story's beginning, middle, and end.	2	I can sometimes identify the details or facts that support the main idea.	2	I can sometimes describe the personality of characters from their thoughts, words and actions.	2	I can sometimes compare and contrast the most important points and key details presented in texts on the same topic.
1	I need help to retell a story's beginning, middle, and end.	1	I need help to identify the details or facts that support the main idea.	1	I need help to describe the personality of characters from their thoughts, words and actions.	1	I need help to compare and contrast the most important points and key details presented in texts on the same topic.

<b>3.R.3.A.c</b> Read, infer, and draw conclusions to use text and graphic features to locate information and to make and verify predictions.							
<b>3.R.2.A.c</b> Read, infer, analyze, and draw conclusions to describe the interaction of characters, including relationships and how they change.							
<b>3.R.3.B.c</b> Read, infer and draw conclusions to distinguish point of view from what the author is trying to persuade the reader to think or do.							
Q1		Q2		Q3		Q4	
Make a prediction and support it with textual evidence				Describe the interaction of characters, including relationships and how they change		Distinguish the author's point of view	
3	I can make a prediction and support it with textual evidence.			3	I can describe the interaction of characters, including relationships and how they change.	3	I can distinguish the author's point of view.
2	I can sometimes make a prediction and support it with textual evidence.			2	I can sometimes describe the interaction of characters, including relationships and how they change.	2	I can sometimes distinguish the author's point of view.
1	I need help to make a prediction and support it with textual evidence.			1	I need help to describe the interaction of characters, including relationships and how they change.	1	I need help to distinguish the author's point of view.

<b>3.R.1.A.c</b> Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and determining the central message, lesson, or moral.							
Q1		Q2		Q3		Q4	
				Determine a story's theme or lesson			
				3	I can determine a story's theme or lesson.		
				2	I can sometimes determine a story's theme or lesson.		
				1	I need help to determine a story's theme or lesson.		

**3.R.1.B.b** Develop an understanding of vocabulary by using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.

Q1		Q2		Q3		Q4	
Use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words							
3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	3	I can use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.
2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	2	I can sometimes use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.
1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.	1	I need help to use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.

## Writing

**3.W.2.C** Write fiction or non-fiction narratives.

**3.W.2.B** Write informative / explanatory texts.

**3.W.2.A** Write opinion texts.

**3.W.3.A.c** Apply research process to decide what sources of information might be relevant to answer these questions.

Q1		Q2		Q3		Q4	
Organize and produce a personal narrative		Organize and produce an informational text		Organize and produce an opinion text		Apply the research process to use information from a variety of sources	
3	I can organize and produce a personal narrative.	3	I can organize and produce an informational text.	3	I can organize and produce an opinion text.	3	I can apply the research process to use information from a variety of sources.
2	I can sometimes organize and produce a personal narrative.	2	I can sometimes organize and produce an informational text.	2	I can sometimes organize and produce an opinion text.	2	I can sometimes apply the research process to use information from a variety of sources.
1	I need help to organize and produce a personal narrative.	1	I need help to organize and produce an informational text.	1	I need help to organize and produce an opinion text.	1	I need help to apply the research process to use information from a variety of sources.



3.W.1.B Appropriate to genre type, develop a draft from prewriting.							
Q1		Q2		Q3		Q4	
Develop a draft from prewriting appropriate to genre type							
3	I can develop a draft from prewriting appropriate to genre type.	3	I can develop a draft from prewriting appropriate to genre type.	3	I can develop a draft from prewriting appropriate to genre type.	3	I can develop a draft from prewriting appropriate to genre type.
2	I can sometimes develop a draft from prewriting appropriate to genre type.	2	I can sometimes develop a draft from prewriting appropriate to genre type.	2	I can sometimes develop a draft from prewriting appropriate to genre type.	2	I can sometimes develop a draft from prewriting appropriate to genre type.
1	I need help to develop a draft from prewriting appropriate to genre type.	1	I need help to develop a draft from prewriting appropriate to genre type.	1	I need help to develop a draft from prewriting appropriate to genre type.	1	I need help to develop a draft from prewriting appropriate to genre type.

3.W.1.C Reread, revise and edit drafts with assistance from adults/peers.							
Q1		Q2		Q3		Q4	
Reread, revise and edit drafts with assistance from adults/peers							
3	I can reread, revise and edit drafts with assistance from adults/peers.	3	I can reread, revise and edit drafts with assistance from adults/peers.	3	I can reread, revise and edit drafts with assistance from adults/peers.	3	I can reread, revise and edit drafts with assistance from adults/peers.
2	I can sometimes reread, revise and edit drafts with assistance from adults/peers.	2	I can sometimes reread, revise and edit drafts with assistance from adults/peers.	2	I can sometimes reread, revise and edit drafts with assistance from adults/peers.	2	I can sometimes reread, revise and edit drafts with assistance from adults/peers.
1	I need help to reread, revise and edit drafts with assistance from adults/peers.	1	I need help to reread, revise and edit drafts with assistance from adults/peers.	1	I need help to reread, revise and edit drafts with assistance from adults/peers.	1	I need help to reread, revise and edit drafts with assistance from adults/peers.

<b>3.L.1.A.f</b> In speech and written form, apply standard English grammar to produce simple and compound imperative, exclamatory, declarative, and interrogative sentences.							
Q1		Q2		Q3		Q4	
Produce simple and compound sentences							
3	I can produce simple and compound sentences.	3	I can produce simple and compound sentences.	3	I can produce simple and compound sentences.	3	I can produce simple and compound sentences.
2	I can sometimes produce simple and compound sentences.	2	I can sometimes produce simple and compound sentences.	2	I can sometimes produce simple and compound sentences.	2	I can sometimes produce simple and compound sentences.
1	I need help to produce simple and compound sentences.	1	I need help to produce simple and compound sentences.	1	I need help to produce simple and compound sentences.	1	I need help to produce simple and compound sentences.

<b>3.L.1.B.b</b> In written text use an apostrophe to form possessives.							
<b>3.L.1.B.f</b> In written text capitalize names of places.							
<b>3.L.1.B.g</b> In written text capitalize titles of books, stories, and songs.							
Q1		Q2		Q3		Q4	
Apply proper punctuation, capitalization, and spelling							
3	I can apply proper punctuation, capitalization, and spelling.	3	I can apply proper punctuation, capitalization, and spelling.	3	I can apply proper punctuation, capitalization, and spelling.	3	I can apply proper punctuation, capitalization, and spelling.
2	I can sometimes apply proper punctuation, capitalization, and spelling.	2	I can sometimes apply proper punctuation, capitalization, and spelling.	2	I can sometimes apply proper punctuation, capitalization, and spelling.	2	I can sometimes apply proper punctuation, capitalization, and spelling.
1	I need help to apply proper punctuation, capitalization, and spelling.	1	I need help to apply proper punctuation, capitalization, and spelling.	1	I need help to apply proper punctuation, capitalization, and spelling.	1	I need help to apply proper punctuation, capitalization, and spelling.

## Speaking and Listening

**3.SL.1.A.b** Develop and apply effective listening skills and strategies in formal and informal settings by asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others.

Q1	Q2	Q3	Q4	
	Demonstrate effective listening skills and strategies		Apply effective listening skills and strategies	
	3	I can demonstrate effective listening skills and strategies.	3	I can apply effective listening skills and strategies.
	2	I can sometimes demonstrate effective listening skills and strategies.	2	I can sometimes apply effective listening skills and strategies.
	1	I need help to demonstrate effective listening skills and strategies.	1	I need help to apply effective listening skills and strategies.

# Math

## Fluently Multiplies Factors within 10

**3.RA.A.4** Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve problems.

Q1		Q2		Q3		Q3	
Fluently Multiplies within 10		Fluently Multiplies within 10		Fluently Multiplies within 10		Fluently Multiplies within 10	
3	I can consistently multiply 2s, 5s, and 10s fluently.	3	I can consistently multiply 1s, 0s, and squares fluently.	3	I can consistently use derived fact strategies to multiply factors within 10.	3	I can consistently multiply all factors within 10 fluently.
2	I can consistently multiply 2s, 5s, and 10s fluently.	2	I can sometimes multiply 1s, 0s, and squares fluently.	2	I can sometimes use derived fact strategies to multiply factors within 10.	2	I can sometimes multiply all factors within 10 fluently.
1	I need help to multiply 2s, 5s, and 10s fluently.	1	I need help to multiply 1s, 0s, and squares fluently.	1	I need help to use derived fact strategies to multiply factors within 10.	1	I need help to multiply all factors within 10 fluently.

**Foundational Facts**

2s, 5s, 10s  
1s, 0s  
Squares (3x3, 4x4, etc)

**Derived Strategies**

Doubling  
Adding a Group  
Subtracting a Group  
Near Squares  
Break Apart

## Multiplies Numbers within 100

**3.RA.A.4** Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve problems.

Q1		Q2	Q3		Q4
Multiplies Numbers within 100			Multiplies Numbers within 100		
3	I can consistently use a variety of strategies to solve problems within facts up to 10x10.		3	I can consistently use a variety of strategies to solve problems 1 digit by 2 digit multiplication problems.	
2	I can sometimes use a variety of strategies to solve problems within facts up to 10x10.		2	I can sometimes use a variety of strategies to solve problems 1 digit by 2 digit multiplication problems.	
1	I need help to use a variety of strategies to solve problems within facts up to 10x10.		1	I need help to use a variety of strategies to solve problems 1 digit by 2 digit multiplication problems.	

## Creates Graphs with a Given Set of Data

**3.DS.A.1** Represent and analyze data. Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.

**3.DS.A.3** Represent and analyze data. Create a line plot to represent data.

**3.DS.A.4** Represent and analyze data. Use data shown in a line plot to answer questions.

Q1		Q2	Q3	Q4
Creates Graphs with a Given Set of Data				
3	I can consistently create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes, halves, & quarters), bar and picture graphs with multiple categories and different scales.			
2	I can sometimes create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes, halves, & quarters), bar and picture graphs with multiple categories and different scales.			
1	I need help to create an accurate representation of a given set of data. This includes creating line plots of measurement data (with wholes, halves, & quarters), bar and picture graphs with multiple categories and different scales.			

## Flexibly Adds within 1000 Using a Variety of Strategies

**3.NBT.A.3** Use place value understanding and properties of operations to perform multi-digit arithmetic. Demonstrate fluency with addition and subtraction within 1000.

Q1	Q2		Q3	Q4	
	Flexibly Adds within 1000 Using a Variety of Strategies			Flexibly Adds within 1000 Using a Variety of Strategies	
	3	I can consistently flexibly add numbers within 1000 and explain my strategy.		3	I can consistently select an efficient strategy to solve addition problems within 1000.
	2	I can sometimes flexibly add numbers within 1000 and explain my strategy.		2	I can sometimes select an efficient strategy to solve addition problems within 1000.
	1	I need help to flexibly add numbers within 1000 and explain my strategy.		1	I need help to select an efficient strategy to solve addition problems within 1000.



## Flexibly Subtracts within 1000 Using a Variety of Strategies

**3.NBT.A.3** Use place value understanding and properties of operations to perform multi-digit arithmetic. Demonstrate fluency with addition and subtraction within 1000.

Q1	Q2		Q3	Q4	
	Flexibly Subtracts within 1000 Using a Variety of Strategies			Flexibly Subtracts within 1000 Using a Variety of Strategies	
	3	I can consistently flexibly subtract numbers within 1000 and explain my strategy.		3	I can consistently select an efficient strategy to solve subtraction problems within 1000.
	2	I can sometimes flexibly subtract numbers within 1000 and explain my strategy.		2	I can sometimes select an efficient strategy to solve subtraction problems within 1000.
	1	I need help to flexibly subtract numbers within 1000 and explain my strategy.	1	I need help to select an efficient strategy to solve subtraction problems within 1000.	

## Understands and Applies Knowledge of Area and Perimeter

**3.GM.C.11** Understand concepts of area. Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.

**3.GM.D.15** Understand concepts of perimeter. Solve problems involving perimeters of polygons.

Q1	Q2		Q3	Q4	
	Understands and Applies Knowledge of Area and Perimeter			Understands and Applies Knowledge of Area and Perimeter	
	3	I can consistently use strategies to find area and perimeter.		3	I can consistently use strategies to find area and perimeter.
	2	I can sometimes use strategies to find area and perimeter.		2	I can sometimes use strategies to find area and perimeter.
	1	I need help to use strategies to find area and perimeter.		1	I need help to use strategies to find area and perimeter.

## Recognizes and Draws Shapes

**3.GM.A.2** Reason with shapes and their attributes. Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.

Two Dimensional Objects such as circles, squares, triangles, rectangles, hexagons, pentagons and half circles, quadrilaterals, & rhombuses.  
 Three Dimensional shapes such as cubes, cones, spheres, and cylinders, & prisms.

Q1	Q2	Q3	Q4	
	Recognizes and Draws Shapes			
	3			I can consistently recognize and draw shapes based on a given set of attributes (i.e. number of angles, sides, or number of faces).
	2			I can sometimes recognize and draw shapes based on a given set of attributes (i.e. number of angles, sides, or number of faces).
	1			I need help to recognize and draw shapes based on a given set of attributes (i.e. number of angles, sides, or number of faces).

## Fluently Divides within 100 (Basic Facts)

**3.RA.A.4** Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve problems.

This strand is for basic division facts.

Q1	Q2	Q3	Q4	
			Fluently Divides within 100 (Basic Facts)	
			3	I can consistently fluently divide basic facts combinations within 100.
			2	I can sometimes fluently divide basic facts combinations within 100.
			1	I need help to fluently divide basic facts combinations within 100.

## Divides Numbers within 100

**3.RA.A.4** Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve problems.

This strand is for problems beyond basic division facts. (ex: 60/3, 50/2)

Q1	Q2	Q3	Q	
			Divides Numbers Within 100	
			3	I can consistently fluently divide within 100 using a variety of strategies.
			2	I can sometimes fluently divide within 100 using a variety of strategies.
			1	I need help to fluently divide within 100 using a variety of strategies.

## Compares Fractions

**3.NF.A.6** Develop understanding of fractions as numbers. Compare two fractions with the same numerator or denominator using the symbols  $>$ ,  $=$  or  $<$ , and justify the solution.

Q1	Q2	Q3	Q4	
		Compares Fractions		
		3		I can consistently compare fractions that have the same numerator or denominator and justify my solution.
		2		I can sometimes compare fractions that have the same numerator or denominator and justify my solution.
		1		I need help to compare fractions that have the same numerator or denominator and justify my solution.

## Represents Equivalent Fractions

**3.NF.A.4** Develop understanding of fractions as numbers. Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.

Q4	Q4	Q3	Q4	
		Represents Equivalent Fractions		
		3	I can consistently explain the equivalence of fractions and compare fractions by reasoning about their size. I can justify my results using a visual fraction model or number line.	
		2	I can sometimes explain the equivalence of fractions and compare fractions by reasoning about their size. I can sometimes justify my results using a visual fraction model or number line.	
		1	I need help to explain the equivalence of fractions and compare fractions by reasoning about their size. I need help to justify my results using a visual fraction model or number line.	

# Science



## Guardians of the Garden

**3.ESS2.D.1** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Q1		Q2	Q3	Q4
Earth Science: Produce tables and graphs to describe weather conditions				
3	I can consistently produce tables and graphs to describe weather conditions.			
2	I can sometimes produce tables and graphs to describe weather conditions.			
1	I need help producing tables and graphs to describe weather conditions.			

## Guardians of the Garden

**3.ESS2.D.2** Obtain and combine information to describe climates in different regions of the world.

Q1		Q2	Q3	Q4
Earth Science: Describe climates in different regions of the world				
3	I can consistently describe climates in different regions of the world.			
2	I can sometimes describe climates in different regions of the world.			
1	I need help describing climates in different regions of the world.			

## Guardians of the Garden

**3.ESS3.B.1** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

Q1		Q2	Q3	Q4
Earth Science: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.				
3	I can consistently make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.			
2	I can sometimes make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.			
1	I need help making a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.			

## How Things Move

**3.PS2.B.1:** Plan and conduct an investigation to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other.

Q1	Q2	Q3	Q4	
	Forces and Interactions: Investigate a problem to understand noncontact forces			
	3	I can consistently describe and classify different kinds of materials by their observable properties.		
	2	I can sometimes describe and classify different kinds of materials by their observable properties.		
	1	I need help describing and classifying different kinds of materials by their observable properties.		

## How Things Move

**3-PS2-1. (4.PS2.A.2)** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

**3-PS2-2. (4.PS2.A.1)** Make observations and/or measurements of an object's motion.

Q1	Q2	Q3	Q4	
	Forces and Interactions: Connections between force and motion			
	3	I can consistently describe and measure the effect of balanced and unbalanced forces on the motion of an object.		
	2	I can sometimes describe and measure the effect of balanced and unbalanced forces on the motion of an object.		
	1	I need help to describe and measure the effect of balanced and unbalanced forces on the motion of an object.		

## How Things Move

**3.ETS1.A.1:** Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time or cost.

**3.ETS1.B.1:** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Q1	Q2		Q3	Q4
	Identify a problem and create possible solutions			
	3	I can consistently identify a problem and create possible solutions.		
	2	I can sometimes identify a problem and create possible solutions.		
	1	I need help to identify a problem and create possible solutions.		

## Adapting to Change

**3-LS2-1.** Construct an argument that some animals form groups that help members survive.

**3-LS4-1.** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Q1	Q2	Q3	Q4	
		Plants and Animals: Describe animal adaptations and characteristics		
		3		I can consistently describe animal adaptations and characteristics that help them survive.
		2		I can sometimes describe animal adaptations and characteristics that help them survive.
		1		I need help describing animal adaptations and characteristics that help them survive.

## Adapting to Change

**3.LS3.C.1** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**3.LS3.D.1** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Q1	Q2	Q3	Q4	
		Plants and Animals: Explain the role of animal adaptations in an ecosystem		
		3		I can consistently explain the role of animal adaptations in an ecosystem.
		2		I can sometimes explain the role of animal adaptations in an ecosystem.
		1		I need help explaining the role of animal adaptations in an ecosystem.

### Change Over Time

**3-LS1-1** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**3.LS1.B.1:** Develop a model to compare and contrast observations on the life cycles of different plants and animals.

Q1	Q2	Q3	Q4	
			Plants and Animals: Describe the life cycle of different plants and animals	
			3	I can consistently describe the life cycle of different plants and animals.
			2	I can sometimes describe the life cycle of different plants and animals.
			1	I need help describing the life cycle of different plants and animals.

### Change Over Time

**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.

**3.LS3.A.1:** Construct claims to support that some characteristics of organisms are inherited from parents and some are influenced by the environment.

Q1	Q2	Q3	Q4	
			Plants and Animals: Identify and describe characteristics of living things	
			3	I can consistently identify and describe characteristics of living things.
			2	I can sometimes identify and describe characteristics of living things.
			1	I need help identifying and describing characteristics of living things.

# **Social Studies**

## Geography: Describe How People Are Affected By And Change Their Physical Environments

### Missouri Priority Standards embedded throughout all units

**3.TS.7.C.ab** Identify facts, opinions, and point of view in social studies topics.

**3.TS.7.A.a** Select, and analyze primary and secondary sources to determine importance, with guidance and support.

**3.TS.7.D** Present social studies' research to an audience using appropriate sources.

**3.TS.7.A.b** Create and use artifacts to share information on social studies' topics.

**3.TS.7.B.a** With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

**3.TS.7.E.abc** Generate supporting questions about social studies' topics. Use steps in a process to investigate a social studies' question. Use appropriate sources to investigate social studies' questions.

**3.TS.7.F.a** Investigate an appropriate social studies question and share results with assistance, if needed.

### Missouri Learning Standards

**3.EG.5.D** Describe how people of Missouri are affected by, depend upon, adapt to, and change their physical environments in the past and present.

**3.EG.5.B.a** Name and locate major cities, rivers, regions, and states which border Missouri.

**3.EG.5.B.a** Describe and use absolute location using a grid system.

Q1		Q2	Q3	Q4
Geography: Describe how people are affected by and change their physical environments				
3	I can consistently describe how people are affected by and change their physical environments.			
2	I can sometimes describe how people are affected by and change their physical environments.			
1	I need help to describe how people are affected by and change their physical environments.			



## Culture & Geography: Evaluate How Physical, Human, Geographic, And Cultural Characteristics Of A Region Are Interconnected

**3.EG.5.F.ab** Identify and Compare regions in Missouri.

**3.EG.5.C.a** Identify and compare physical geographic characteristics of Missouri.

**3.EG.6.A** Compare the cultural characteristics of regions in Missouri.

**3.EG.5.C.b** Describe human geographic characteristics of Missouri.

**3.EG.5.A** Read and construct historical and current maps.

**3.EG.5.G** Explain how geography affected important events in Missouri History.

**3.PC.1.F.a** Explain how the National Anthem symbolizes our nation.

Q1		Q2	Q3	Q4
Culture & Geography: Evaluate how physical, human, geographic, and cultural characteristics of a region are interconnected				
3	I can consistently evaluate how physical, human, geographic, and cultural characteristics of a region are interconnected.			
2	I can sometimes evaluate how physical, human, geographic, and cultural characteristics of a region are interconnected.			
1	I need help to evaluate how physical, human, geographic, and cultural characteristics of a region are interconnected.			

## History: Describe The Importance And Impacts Of Different Events In Missouri History (I.E. Louisiana Purchase, Dred Scott Decision, Lewis & Clark) For Different Groups In Missouri

**3.H.3.F.a** Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

**3.H.3.F.b** Evaluate the importance of westward expansion on the Native Americans in Missouri.

**3.H.3.E** Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation.

**3.H.3.F.c** Discuss the issues of Missouri statehood.

**3.E.4.D** Explain factors, past and present, that influence changes in our state's economy.

**3.EG.5.E** Describe how changes in communication and transportation technologies affect people's lives.

**3.PC.1.F.b** Recognize and explain the significance of the Gateway Arch, the Great Seal of Missouri and other symbols of our state.

**3.H.3.B.b** Examining changing cultural interactions and conflicts among Missourians after the Civil War.

**3.H.3.G.ab** Explain Missouri's role in the Civil War, including the concept of a border state. Describe the consequences of the Civil War in Missouri, including on education, transportation and communication.

**3.E.4.D** Explain factors, past and present, that influence changes in our state's economy.

Q1	Q2		Q3		Q4
	History: Describe the importance and impacts of different events in Missouri History for different groups in Missouri		History: Describe the importance and impacts of different events in Missouri History for different groups in Missouri		
	3	I can consistently describe the importance and impacts of different events in Missouri History for different groups in Missouri.	3	I can consistently describe the importance and impacts of different events in Missouri History for different groups in Missouri.	
	2	I can sometimes describe the importance and impacts of different events in Missouri History for different groups in Missouri.	2	I can sometimes describe the importance and impacts of different events in Missouri History for different groups in Missouri.	
	1	I need help to describe the importance and impacts of different events in Missouri History for different groups in Missouri.	1	I need help to describe the importance and impacts of different events in Missouri History for different groups in Missouri.	

## History & Culture: Examine The Interactions And Cultures Of Native Americans, Immigrants, African Americans, Women And Others Throughout Missouri History

**3.RI.6.E** Examine the changing roles of Native Americans, Immigrants, African Americans, women and others in Missouri history.

**3.H.3.B.a** Examine cultural interactions and conflicts among Native Americans, European immigrants, and enslaved and free African-Americans in Missouri.

**3.H.A.a** Describe the migration of native Americans to Missouri prior to European settlement in the state.

**3.H.3.A.b** Describe the discovery, exploration and early settlement of Missouri by European immigrants.

**3.H.3.A.c** Describe the reasons African peoples were enslaved and brought to Missouri.

**3.H.3.F.b** Evaluate the importance of westward expansion on the Native Americans in Missouri.

Q1	Q2		Q3		Q4
	History & Culture: Examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History		History & Culture: Examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History		
	3	I can consistently examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History.	3	I can consistently examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History.	
	2	I can sometimes examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History.	2	I can sometimes examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History.	
	1	I need help to examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History.	1	I need help to examine the interactions and cultures of Native Americans, immigrants, African Americans, women and others throughout Missouri History.	

## History: Identify And Describe The Significance Of Influential Missourians Who Have Made Contributions To Our State And National Heritage

**3.PC.1.E** Describe the character traits and civic attitudes of influential Missourians.

**3.H.3.C** Identify and describe the historical significance of the individuals from Missouri who have made contributions to our state and nation.

**3.RI.6.C** Research stories and songs that reflect the cultural history of Missouri.

**3.RI.6.D** Describe how people in Missouri preserve their cultural heritage.

Q1	Q2		Q3		Q4
	History: Identify and describe the significance of influential Missourians who have made contributions to our state and national heritage		History: Identify and describe the significance of influential Missourians who have made contributions to our state and national heritage		
	3	I can consistently identify and describe the significance of influential Missourians who have made contributions to our state and national heritage.	3	I can consistently identify and describe the significance of influential Missourians who have made contributions to our state and national heritage.	
	2	I can sometimes identify and describe the significance of influential Missourians who have made contributions to our state and national heritage.	2	I can sometimes identify and describe the significance of influential Missourians who have made contributions to our state and national heritage.	
	1	I need help to identify and describe the significance of influential Missourians who have made contributions to our state and national heritage.	1	I need help to identify and describe the significance of influential Missourians who have made contributions to our state and national heritage.	

### Civics: Explain How Citizens Actively Participate

**3.PC.1.D** Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.

**3.RI.6.B** Take part in a constructive process or method for resolving conflicts.

Q1	Q2	Q3	Q4	
			Civics: Explain how citizens actively participate	
			3	I can consistently explain how citizens actively participate.
			2	I can sometimes explain how citizens actively participate.
			1	I need help to explain how citizens actively participate.

### Civics: Explain The Concepts Of Individual Rights And The Common Good

**3.PC.1.C** Examine how individual rights are protected within our state.

**3.PC.2.A** Explain how governments balance individual rights with common good to solve local community or state issues.

**3.GS.2.B** Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.

Q1	Q2	Q3	Q4	
			Civics: Explain the concepts of individual rights and the common good	
			3	I can consistently explain the concepts of individual rights and the common good.
			2	I can sometimes explain the concepts of individual rights and the common good.
			1	I need help to explain the concepts of individual rights and the common good.

## Civics: Explain How Laws Are Made And Changed

**3.PC.1.B.a** Explain and give examples of how laws are made and changed within the state.

**3.PC.1.B.b** Explain the major purposes of the Missouri Constitution.

Q1	Q2	Q3	Q4	
			Civics: Explain how laws are made and changed	
			3	I can consistently explain how laws are made and changed.
			2	I can sometimes explain how laws are made and changed.
			1	I need help to explain how laws are made and changed.

## Economics: Compare Goods, Services, And Taxes And Their Roles In Governments And Economies

**3.E.4.A.a** Compare and contrast private and public goods and services.

**3.E.4.B** Conduct a personal cost-benefit analysis.

**3.E.4.C** Define taxes and explain how taxes are generated and used.

**3.E.4.A.b** Define natural, capital, and human resources.

**3.E.4.A.c** Define economy.

**3.E.4.A.d** Explain supply and demand.

Q1	Q2	Q3	Q4	
			Economics: Compare goods, services, and taxes and their roles in governments and economies	
			3	I can consistently compare goods, services, and taxes and their roles in governments and economies.
			2	I can sometimes compare goods, services, and taxes and their roles in governments and economies.
			1	I need help to compare goods, services, and taxes and their roles in governments and economies.

## Civics: Explain The Structure, Function, And Foundation Of State Government

**3.PC.1.B.b** Explain the major purposes of the Missouri Constitution.

**3.GS.2.C** Describe how authoritative decisions are made, enforced, and interpreted by the state government across historical time periods and/or in current events.

**3.GS.2.D** Identify and explain the functions of the three branches of the government in Missouri.

Q1	Q2	Q3	Q4	
			Civics: Explain the structure, function, and foundation of state government	
			3	I can consistently explain the structure, function, and foundation of state government.
			2	I can sometimes explain the structure, function, and foundation of state government.
			1	I need help to explain the structure, function, and foundation of state government.



# **Social Emotional Learning**

## Self-Awareness: Recognize And Understand Emotions, Thoughts And Values In One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Explain what happens in my brain when I practice a skill
- Identify my emotions and an emotion management strategy
- Identify emotions that will help me empathize with others
- Identify ways to advocate for my personal needs

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self	
3	I can consistently explain what happens in my brain when I practice a skill.	3	I can consistently identify my emotions and an emotion management strategy.	3	I can consistently identify emotions that will help me empathize with others.	3	I can consistently identify ways to advocate for my personal needs.
2	I can sometimes explain what happens in my brain when I practice a skill.	2	I can sometimes identify my emotions and an emotion management strategy.	2	I can sometimes identify emotions that will help me empathize with others.	2	I can sometimes identify ways to advocate for my personal needs.
1	I need help to explain what happens in my brain when I practice a skill.	1	I need help to identify my emotions and an emotion management strategy.	1	I need help to identify emotions that will help me empathize with others.	1	I need help to identify ways to advocate for my personal needs.

## Self-Management: Manage One's Emotions, Thoughts And Actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation & agency to accomplish personal/collective goals, such as:

- Name a repeated action that I can do to practice a skill
- Name an emotion management strategy
- Develop a plan for solving problems

Q1		Q2		Q3		Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions				Manage one's emotions, thoughts and actions	
3	I can consistently name a repeated action that I can do to practice a skill.	3	I can consistently name and use an emotion management strategy.			3	I can consistently develop a plan for solving problems.
2	I can sometimes name a repeated action that I can do to practice a skill.	2	I can sometimes name and use an emotion management strategy.			2	I can sometimes develop a plan for solving problems.
1	I need help to name a repeated action that I can do to practice a skill.	1	I need help to name and use an emotion management strategy.			1	I need help to develop a plan for solving problems.

## Social Awareness: Understand And Empathize With Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and supports, such as:

- Take others' perspectives
- Demonstrate empathy and kindness to help build friendships
- Explore the outcomes to see which solutions could meet the wants and needs of all involved

Q1	Q2	Q3		Q4	
		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
		3	I can consistently take others' perspectives, and demonstrate empathy and kindness to help build friendships.	3	I can consistently explore the outcomes to see which solutions could meet the wants and needs of all involved.
		2	I can sometimes take others' perspectives, and demonstrate empathy and kindness to help build friendships.	2	I can sometimes explore the outcomes to see which solutions could meet the wants and needs of all involved.
		1	I need help to take others' perspectives, and demonstrate empathy and kindness to help build friendships.	1	I need help to explore the outcomes to see which solutions could meet the wants and needs of all involved.

## Relationship Skills: Initiate And Maintain Healthy And Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Develop positive relationships
- Resolve conflicts constructively
- Practice teamwork and collaborative problem-solving

Q1	Q2	Q3		Q4	
		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
		3	I can consistently develop positive relationships.	3	I can consistently resolve conflicts constructively, and practice teamwork and collaborative problem-solving.
		2	I can sometimes develop positive relationships.	2	I can sometimes resolve conflicts constructively, and practice teamwork and collaborative problem-solving.
		1	I need help to develop positive relationships.	1	I need help to resolve conflicts constructively, and practice teamwork and collaborative problem-solving.

## Responsible Decision-Making: Making Caring And Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Identify someone I can learn from or other ways I can practice a skill
- Identify ways to manage strong emotions
- Consider the needs and feelings of others when demonstrating an act of kindness
- Identify solutions for personal and social problems
- Anticipate and evaluate the consequences of one's actions

Q1		Q2		Q3		Q4	
Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices		Making caring and constructive choices	
3	I can consistently identify someone I can learn from or other ways I can practice a skill.	3	I can consistently identify ways to manage strong emotions.	3	I can consistently consider the needs and feelings of others when demonstrating an act of kindness.	3	I can consistently identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
2	I can sometimes identify someone I can learn from or other ways I can practice a skill.	2	I can sometimes identify ways to manage strong emotions.	2	I can sometimes consider the needs and feelings of others when demonstrating an act of kindness.	2	I can sometimes identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.
1	I need help to identify someone I can learn from or other ways I can practice a skill.	1	I need help to identify ways to manage strong emotions.	1	I need help to consider the needs and feelings of others when demonstrating an act of kindness.	1	I need help to identify solutions for personal and social problems, and anticipate and evaluate the consequences of one's actions.