Standard		Description
Animal Journaling and Observation		
GLCE	**R.WS.03.06**	Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
	R.WS.03.08	In context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
	R.IT.03.02	Identify informational text patterns including descriptive, sequential, enumerative, compare/contrast and problem/solution.
	R.CM.03.04	Apply significant knowledge from grade-level science, social studies, and mathematics texts.
	S.I.P.03.11	Make purposeful observation of the natural world using the appropriate senses.
	S.IP.03.12	Generate questions based on observations.
	S.IP.03.13	Plan and conduct simple and fair investigations.
NGSS	**SEPs**	Analyzing and Interpreting Data Engaging in Argument from Evidence Obtaining, Evaluating, and Communicating Information
	DCIs	**LS2.D** Group behavior and social interactions
	CCs	Cause and Effect
Common Core	**Speaking and Language**	**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other's ideas and express their own clearly. **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.
	Writing	**W.3.2** Write informative/explanatory texts to examine a topic or convey ideas and information clearly **W.3.7** Conduct short research projects that build knowledge about a topic.
	Reading Standards for Informational Texts	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers
Parasites, Pathogens and Pills		
GLCE	**S.IP.E.1**	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation
	S.IP.03.11	Make purposeful observation of the natural world using the appropriate senses.
	S.IP.03.12	Generate questions based on observations.
	S.IP.03.13	Plan and conduct simple and fair investigations.

	S.IP.03.14	Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer).
NGSS	**SEPs**	Analyzing and Interpreting Data Engaging in Argument from Evidence Obtaining, Evaluating, and Communicating, Information
	DCIs	**LS1.B** Growth and Development of Organisms
	CCs	Patterns Cause and Effect
Common Core	**Speaking and Language**	**SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other's ideas and express their own clearly. **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	Writing	**W.3.7** Conduct short research projects that build knowledge about a topic.
Metrics on the Menu		
NGSS	**SEPs**	Planning and Carrying Out Investigations Analyzing and Interpreting Data Engaging in Argument from Evidence Obtaining, Evaluating, and Communication Information
	DCIs	**LS1.A** Structure and Function **LS2.A** Interdependent Relationships in Ecosystems **LS2.B** Cycles of Matter and Energy Transfer in Ecosystems **LS4.C** Adaptation
	CCs	Patterns Cause and Effect Scales, Proportion, and Quantity Energy and Matter: Flows, Cycles, and Conservation Structure and Function
Common Core	**Numbers and Operations - Fractions**	**3.NF.A.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b **3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size **3.NF.A.3.A** Understand two fractions as equivalent (equal) if they are the same size, or

		the same point on a number line **3.NF.A.3.B** Recognize and generate simple equivalent fractions, e.g. 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g. by using a visual fraction model
	Measurement and Data	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. **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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
	Speaking and Language	**SL.3.1** Engage in a range of collaborative discussions with diverse partners on grade 3 topics and texts. Build on other's ideas and express their own clearly.
Animal Adaptations		
GLCE	**L.EV.E.1**	Environmental Adaptation – Different kinds of organisms have characteristics that help them live in different environments.
	L.EV.03.12	Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (for example: sharp teeth, claws, odor, body coverings).
	L.OL.E.3	Structures and Functions – Organisms have different structures that serve different functions in growth, survival, and reproduction
	L.OL.03.32	Identify and compare structures in animals used for controlling body temperature, support, movement, food getting, and protection (fur, wings, teeth, claws, scales).
	L.OL.03.42	Classify animals on the basis of observable physical characteristics (backbone, body covering, limbs).
	S.IP.03.16	Construct simple charts and graphs from data and observations of plants and animals.
	S.IA.03.11	Summarize information from charts about structures and functions of plant and animal parts.
	S.IA.03.12	Share ideas about plant and animal structures and functions through purposeful conversation in collaborative groups.
	S.IA.03.14	Develop research strategies and skills for information gathering and problem solving about plants and animals.
	S.RS.03.15	Use evidence when communicating about plants and animals.
	S.RS.03.11	Demonstrate understanding of plant and animal structures and functions through illustrations, descriptions, or discussions.
NGSS	**SEPs**	Practicing and Carrying out Investigations Analyzing and Interpreting Data Engaging in Argument from Evidence

		Obtaining, Evaluating, and Communicating Information
	DCIs	**LS3.A** Inheritance of Traits – Inherited or Acquired (derived from interactions from and with environment) **LS3.B** Variation of Traits **LS4.C** Adaptation: For any particular environment some kinds of organisms survive well, some less, and some not at all. **LS4.D** Biodiversity: Change in habitats effect organisms living there
	CCs	Structure and Function
Common Core	**Writing**	**W.3.7** Conduct short research projects that build knowledge about a topic.
Enrichment Engineers		
GLCE	**S.IP.03.12**	Generate questions based on observations.
	S.IA.03.12	Share ideas about science through purposeful conversation in collaborative groups.
	S.IA.03.14	Develop research strategies and skills for information gathering and problem solving.
	S.RS.03.15	Use evidence when communicating scientific ideas.
NGSS	**SEPs**	Developing and Using Models Practicing and Carrying out Investigations Analyzing and Interpreting Data Constructing Explanations and Designing Solutions Obtaining, Evaluating, and Communicating Information
	DCIs	**3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-2** 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. **3-5-ETS1-3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved **ETS1.A** Defining and Delimiting Engineering Problems **ETS1.C** Optimizing the Design Solution
	CCs	Systems and System Models
	PEs	**3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-2** 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. **3-5-ETS1-3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved

Common Core	**Speaking and Language**	**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)
	Writing	**W.3.7** Conduct short research projects that build knowledge about a topic.