

Trip to the Zoo

	1. Standard Not Met	2. Approaching Standard	3. Standard Met	4. Exceeding Standard
3-LS2-1 - Life Sciences Construct an argument that some animals form groups that help members survive.	Identified examples of animals that form groups to help members survive.	Supported an argument that some animals form groups that help members survive.	Constructed an argument that some animals form groups that help members survive.	Constructed an argument supported by empirical evidence and scientific reasoning to support or refute that some animals form groups that help members survive.
3-LS3-1.B - Life Sciences Analyze and interpret data to provide evidence that variation of traits inherited from parents exists in a group of similar organisms.	Use observations to understand that variation of traits exists in a group of similar organisms.	Use observations to describe that variation of traits exists in a group of similar organisms.	Analyzed and interpreted data to provide evidence that variation of traits exists in a group of similar organisms.	Analyzed and interpreted quantitative data to provide evidence and explain that variation of traits inherited from parents exists in a group of similar organisms.
3-LS4-2.A - Life Sciences Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving.	Observed and identified the variations in characteristics among individuals of the same species.	Made observations to describe how the variations in characteristics among individuals of the same species may provide advantages in surviving.	Used evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving.	Used multiple sources of valid and reliable evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving.
3-LS4-3 - Life Sciences 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.	Identified examples of the argument that in a particular habitat some organisms can survive well, some survive less well, or some cannot survive at all.	Supported with evidence, the argument that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Constructed an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Constructed an argument supported by empirical evidence and scientific reasoning to support or refute that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

<p>SL.3.2 - Speaking and Listening</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Struggled to identify key points of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>With support, identified the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Identified the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Paraphrased a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>W.3.2.A - Writing</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>Struggled to introduce the topic. Did not include relevant illustrations.</p>	<p>With support, introduced a topic. Provided illustrations that were relevant to the text.</p>	<p>Introduced a topic. Included illustrations to help the reader understand the text.</p>	<p>Introduced a topic clearly. Grouped related information in paragraphs and sections. Included formatting, illustrations, and multimedia to help the reader understand the text.</p>
<p>W.3.2.B - Writing</p> <p>Develop the topic with facts, definitions, and details.</p>	<p>Struggled to provide facts or details.</p>	<p>Provided facts or details.</p>	<p>Developed the topic with facts, definitions, and details.</p>	<p>Developed the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
<p>W.3.2.D - Writing</p> <p>Provide a concluding statement or section.</p>	<p>Even with support, struggled to provide a concluding statement or section.</p>	<p>With support, provided a concluding statement or section.</p>	<p>Provided a concluding statement or section.</p>	<p>Provided a concluding statement or section related to the opinion presented.</p>
<p>W.3.3.A - Writing</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Struggled to establish a situation and introduce a narrator and/or characters.</p>	<p>Established a situation and introduced a narrator and/or characters.</p>	<p>Established a situation and introduced a narrator and/or characters. Organized an event sequence that unfolds naturally.</p>	<p>Engaged and oriented the reader by establishing a context and introducing a narrator and/or characters; organized an event sequence that unfolds naturally and logically.</p>
<p>W.3.3.B - Writing</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>Struggled to use dialogue or description to develop experiences, events, and/or characters.</p>	<p>Used dialogue and description to develop experiences, events, and/or characters.</p>	<p>Used dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>Used narrative techniques, such as dialogue, description, and pacing, to develop experiences and events.</p>

W.3.3.C - Writing Use temporal words and phrases to signal event order.	Even with support, struggled to convey the sequence of events.	With support, used temporal words and phrases to signal event order.	Used temporal words and phrases to signal event order.	Used a variety of transitional words and phrases to manage the sequence of events.
W.3.4 - Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Even with guidance and support from adults, struggled to produce writing with basic development and organization.	With guidance and support from adults, produced writing with basic development and organization.	With guidance and support from adults, produced writing in which the development and organization are appropriate to task and purpose.	Produced clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.3.5 - Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Even with guidance and support, did not involve a writing process that included planning, revising, or editing.	With guidance and support, displayed some evidence of an incomplete writing process including planning, revising, or editing.	With guidance and support, developed and strengthened writing as needed by planning, revising, and editing.	With guidance and support, displayed evidence of a writing process including planning, revising, editing, rewriting, or trying a new approach.
W.3.6 - Writing With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Did not successfully use technology to produce writing or to communicate with others about writing.	With guidance and support from adults, used technology to produce writing (using keyboarding skills) as well as to communicate with others about writing.	With guidance and support from adults, used technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Used technology to produce and publish writing as well as to interact and collaborate with others.
W.3.7 - Writing Conduct short research projects that build knowledge about a topic.	Even with support, struggled to conduct a short research project.	With support, conducted a short research project.	Conducted short research projects that build knowledge about a topic.	Conducted a short research project to answer a question. Used several different resources.

<p>W.3.8 - Writing</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Struggled to recall or gather information. Did not take notes on the sources. Even with support, struggled to sort evidence into provided categories.</p>	<p>Recalled or gathered information. Took very limited notes on sources. With support, sorted evidence into provided categories.</p>	<p>Recalled information from experiences or gathered information from print and digital sources. Took brief notes on sources and sorted evidence into provided categories.</p>	<p>Recalled relevant information from experiences or gathered relevant information from print and digital sources. Summarized or paraphrased information in notes and finished work. Categorized information and provided a list of sources.</p>
<p>W.3.10.A - Writing</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Struggled to write over an extended time frame.</p>	<p>Wrote over an extended time frame (time for research, reflection, and revision) for limited purposes or audiences.</p>	<p>Wrote over an extended time frame (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Wrote at a consistently high quality over an extended time frame (time for research, reflection, and revision) for a wide range of discipline-specific tasks, purposes, and audiences.</p>