OCEAN HEALTH IN OUR HANDS | STANDARD ALIGNMENTS

Common Core Math & ELA

L.3.4.A
Use sentence-level context as a clue to the meaning of a word or phrase.

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 others' ideas and expressing their own clearly.

SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

RI.3.7
Use information gained from illustrators (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text.

RF.3.4
Read with sufficient accuracy and fluency to support comprehension

Next Generation Science Standards

4-ESS2-2
Analyze and interpret data from maps to describe patterns of Earth's features.

K-ESS3-3
Obtain and combine information about ways individual communities use science ideas protect the Earth's resources and environment.

Massachusetts Comprehensive Health Curriculum

5.1.PF.1
Analyze movement situations and apply the appropriate spatial, movement, and strategic concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, game environments, dance, and gymnastics. [PE]

5.2.PF.1
Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts. [PE; SE]

5.7.CE.6
Use accurate information when discussing environmental health issues (e.g., littering, deforestation, recycling, climate change, clean water) that impact people's health. [HE]