

**Third Grade Earth/Space Science  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the various structures and processes of the Earth system.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.E.1.1. Students are able to define the difference between a rock and a mineral.</b></p> <p><b>Example:</b> Minerals look the same throughout while you can see different minerals within a rock.</p> <p>✓ Examine fossils and describe how they are formed.</p>
(Comprehension)	<p><b>3.E.1.2. Describe how humans use Earth's natural resources.</b></p> <p><b>Example:</b> using minerals for jewelry or trees for paper</p> <ul style="list-style-type: none"> <li>• Define natural resources.</li> </ul>

**Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	<p><b>3.E.2.1. Students are able to identify the Earth as one of the planets that orbits the Sun.</b></p> <ul style="list-style-type: none"> <li>• All planets orbit the Sun.</li> </ul>
(Analysis)	<p><b>3.E.2.2. Students are able to recognize changes in the appearance of the Moon over time.</b></p> <ul style="list-style-type: none"> <li>• Know that the Moon does not change shape, but at different times appears to change shape.</li> </ul> <p>✓ Explain the relationship between the rotation of the Earth on its axis and the day/night cycle.</p> <ul style="list-style-type: none"> <li>• Describe the causes for Earth's seasons.</li> </ul>

**Third Grade Earth/Space Science  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• compare and contrast rocks and minerals;</li> <li>• create a visual representation of the Sun and planets.</li> </ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• group rocks and minerals;</li> <li>• describe Earth’s natural resources and their products;</li> <li>• identify the Sun, Earth, and Moon as a system;</li> <li>• describe the change in appearance of the Moon over time.</li> </ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• locate the Sun and the Earth;</li> <li>• recognize natural resources.</li> </ul>

**Third Grade Earth/Space Science  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• locate the Sun and the Earth;</li> <li>• recognize natural resources;</li> <li>• ask questions related to science topics.</li> </ul>
<b>Intermediate</b>	<b>Third grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify the planet where they live;</li> <li>• name two natural resources;</li> <li>• give simple oral responses to questions on topics presented in class.</li> </ul>
<b>Basic</b>	<b>Third grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• locate the Sun;</li> <li>• know what a natural resource is;</li> <li>• participate in science activities and experiments with other students;</li> <li>• use correct pronunciation of science words;</li> <li>• respond correctly to yes or no questions on topics presented in class.</li> </ul>
<b>Emergent</b>	<b>Third grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• use correct pronunciation of science words;</li> <li>• use non-verbal communication to express scientific ideas.</li> </ul>
<b>Pre-emergent</b>	<b>Third grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Fourth Grade Earth/Space Science  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the various structures and processes of the Earth system.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>4.E.1.1. Students are able to describe the basic stages of the water cycle.</b></p> <p><b>Example:</b> model of water cycle</p> <ul style="list-style-type: none"> <li>• Define evaporation, condensation, and precipitation.</li> </ul>
(Comprehension)	<p><b>4.E.1.2. Students are able to describe how weather conditions and phenomena occur and can be predicted.</b></p> <ul style="list-style-type: none"> <li>• Identify the positive and negative impacts of weather on the environment.</li> </ul> <p style="padding-left: 40px;">Example: flooding vs adequate rainfall</p> <ul style="list-style-type: none"> <li>✓ Explain the use of weather instruments. Examples: rain gauge, weather vane, thermometer, and barometer</li> <li>✓ Identify the Earth's atmosphere, biosphere, lithosphere, and hydrosphere.</li> </ul>

**Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>4.E.2.1. Students are able to describe the motions of Earth, Sun, and Moon.</b></p> <ul style="list-style-type: none"> <li>• Revolution and rotation</li> </ul> <ul style="list-style-type: none"> <li>✓ Use terminology to describe the phases of the Moon. Examples: waning moon or waxing moon</li> <li>✓ Describe relative size and position of moons, planets, and stars.</li> <li>✓ Identify the characteristics of the planets. Examples: appearance, size, distance from the Sun</li> </ul>

**Fourth Grade Earth/Space Science  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• demonstrate the water cycle;</li> <li>• interpret a weather map;</li> <li>• describe the relationship between the tilt of the Earth and seasons.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• explain the basic water cycle;</li> <li>• identify negative and positive effects of weather conditions;</li> <li>• describe the relationship between rotation and revolution of the Earth.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• recognize the basic water cycle;</li> <li>• describe the weather today;</li> <li>• demonstrate rotation using a globe.</li> </ul>

**Fourth Grade Earth/Space Science  
ELL Performance Descriptor**

<b>Proficient</b>	<p><b>Fourth grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• recognize the three components of the basic water cycle (evaporation, condensation, precipitation);</li> <li>• describe the negative effects of weather;</li> <li>• demonstrate rotation using a globe;</li> <li>• ask questions related to science topics.</li> </ul>
<b>Intermediate</b>	<p><b>Fourth grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• label the basic water cycle components;</li> <li>• describe the positive effects of weather;</li> <li>• recognize that a globe is a model for the Earth;</li> <li>• give simple oral responses to questions on topics presented in class.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• recognize that water is reused;</li> <li>• describe the weather today;</li> <li>• recognize a globe;</li> <li>• participate in science activities and experiments with other students;</li> <li>• use correct pronunciation of science words;</li> <li>• respond correctly to yes or no questions on topics presented in class.</li> </ul>

<b>Emergent</b>	<b>Fourth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"><li>• use correct pronunciation of science words;</li><li>• use non-verbal communication to express scientific ideas.</li></ul>
<b>Pre-emergent</b>	<b>Fourth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"><li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li><li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li></ul>

**Fifth Grade Earth/Space Science  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the various structures and processes of the Earth system.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>5.E.1.1. Students are able to describe the basic structure of Earth's interior.</b></p> <ul style="list-style-type: none"> <li>• Define crust, mantle, and core.</li> <li>✓ Explain the formation of geological features of the Earth through plate tectonics. Examples: volcanoes, faults, ocean trenches</li> <li>✓ Describe how Earth's surface is constantly changing. Examples: earthquakes, volcanoes, weathering, erosion, and deposition</li> <li>✓ Examine topographical maps.</li> </ul>

**Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<p><b>5.E.2.1. Students are able to describe the components (Sun, planets, and moons) of the solar system.</b></p> <ul style="list-style-type: none"> <li>• Relative size</li> <li>• Order and relative distance from the Sun and each other</li> <li>✓ Describe the relative scale of the Earth to the Sun, planets, and the Moon.</li> </ul>
(Comprehension)	<p><b>5.E.2.2. Students are able to explain how the Earth's rotation affects the appearance of the sky.</b></p> <ul style="list-style-type: none"> <li>• Constellations appear to move as a result of Earth's rotation. Example: The Big Dipper appears in different locations throughout the night.</li> <li>• Apparent brightness of a star depends in part upon its distance from the Earth. Example: A flashlight beam appears brighter as it moves closer.</li> </ul>

**Fifth Grade Earth/Space Science  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• list the characteristics of the Earth’s interior;</li> <li>• compare and contrast the components of the solar system.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• describe the layers of the Earth’s interior;</li> <li>• describe the components (Sun, planets, and moons) of the solar system;</li> <li>• explain how the Earth’s rotation affects the appearance of the sky.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• recognize the layers of the Earth;</li> <li>• identify the nine planets in our solar system.</li> </ul>

**Fifth Grade Earth/Space Science  
ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Fifth grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• recognize the layers of the Earth;</li> <li>• identify the nine planets in the solar system;</li> <li>• ask questions related to science topics.</li> </ul>
<b>Intermediate</b>	<p><b>Fifth grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>• label a diagram of the layers of the Earth;</li> <li>• identify five of the nine planets in the solar system;</li> <li>• give simple oral responses to questions on topics presented in class.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• recognize that the Earth has layers;</li> <li>• identify three of the nine planets in the solar system;</li> <li>• participate in science activities and experiments with other students;</li> <li>• use correct pronunciation of science words;</li> <li>• respond correctly to yes or no questions on topics presented in class.</li> </ul>
<b>Emergent</b>	<p><b>Fifth grade ELL students performing at the emergent level:</b></p> <ul style="list-style-type: none"> <li>• use correct pronunciation of science words;</li> <li>• use non-verbal communication to express scientific ideas.</li> </ul>
<b>Pre-emergent</b>	<p><b>Fifth grade ELL students performing at the pre-emergent level:</b></p> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

