F.3 Science - Grade 3

PUBLISHER/PROVIDER MATERIAL INFORMATION (TO BE COMPLETED BY PUBLISHER/PROVIDER)			
Publisher/Provider Name/Imprint:	McGraw Hill LLC	Grade(s):	3
Title of Student Edition:	Inspire Science, New Mexico Grade 3, Comprehensive Student Bundle, 6 Year Subscription	Student Edition ISBN:	9781266148552
Title of Teacher Edition:	Inspire Science Grade 3, Print Teacher's Edition Bundle (Units 1-4)	Teacher Edition ISBN:	9780077007256
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER/PROVIDER CITATION VIDEO: Reviewer must view video before starting the review of this set of materials.			
Citation Video Link:			
Citation video certification:			
Digital Material Log In (if applicable):			

Section 1: Standards Review: Science

Abbreviations for the Form F Standards Review Tab:
- PE: Performance Expectation
- DCI: Disciplinary Core Idea
- SEP: Science and Engineering Practices
- CCC: Crosscutting Concepts
- CONN: Connections
- NM: NM STEM Ready Standard
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Motion and Stability: Forces and Interactions									
1	PE	**3-PS2-1. Students who demonstrate understanding can: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.**							
2	DCI	**PS2.A: Forces and Motion** • Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1)	TE: Unit 1, Module Forces and Motion, Lesson 2 Forces Can Change Motion p. 24-25: Inquiry Activity Forces Affect the Way Objects Move						
3	DCI	**PS2.B: Types of Interactions** • Objects in contact exert forces on each other. (3-PS2-1)	TE: Unit 1, Module Forces and Motion, Lesson 2 Forces Can Change Motion p. 28: Forces						
4	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.* • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1)	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 16-17: Inquiry Activity Movement of a Wind-Up Toy						
5	CONN	**Scientific Investigations Use a Variety of Methods** • Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)	TE: Unit 1, Module Forces and Motion, Lesson 2 Forces Can Change Motion p. 36-37: Inquiry Activity On the Move						
6	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified. (3-PS2-1)	TE: Unit 1, Module Forces and Motion, Lesson 2 Forces Can Change Motion p. 30-31: Changing Motion						
7	PE	**3-PS2-2. Students who demonstrate understanding can: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.**							

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8	DCI	**PS2.A: Forces and Motion** • The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2)	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 9: Moving Marbles						
9	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.* • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2)	TE: Unit 1, Module Forces and Motion, Lesson 2 Forces Can Change Motion p. 26: Inquiry Activity Forces Affect the Way Objects Move						
10	CONN	**Science Knowledge is Based on Empirical Evidence** • Science findings are based on recognizing patterns. (3-PS2-2)	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 8: Moving Marbles						
11	CCC	**Patterns** • Patterns of change can be used to make predictions. (3-PS2-2)	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 13: Predicting Motion						
12	PE	**3-PS2-3. Students who demonstrate understanding can: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.**							
13	DCI	**PS2.B: Types of Interactions** • Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3)	TE: Unit 1, Module Electricity and Magnetism, Lesson 2 Magnetism and Designing Solutions p. 74: Inquiry Activity Magnetic Forces Pass Through Objects						
14	SEP	**Asking Questions and Defining Problems** *Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.* • Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3)	TE: Unit 1, Module Electricity and Magnetism, Lesson 1 Electricity and Designing Solutions p. 52-54: Inquiry Activity Static Charge						

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15	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3)	TE: Unit 1, Module Electricity and Magnetism, Lesson 2 Magnetism and Designing Solutions p. 70-71: Inquiry Activity Magnet Investigation						
16	PE	**3-PS2-4. Students who demonstrate understanding can: Define a simple design problem that can be solved by applying scientific ideas about magnets.**							
17	DCI	**PS2.B: Types of Interactions** • Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-4)	TE: Unit 1, Module Electricity and Magnetism, Lesson 2 Magnetism and Designing Solutions p. 73: Magnetic Field						
18	SEP	**Asking Questions and Defining Problems** *Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.* • Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4)	TE: Unit 1, Module Electricity and Magnetism, Lesson 2 Magnetism and Designing Solutions p. 84: Lesson 2 Review Extend It						
19	CONN	**Interdependence of Science, Engineering, and Technology** • Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4)	TE: Unit 1, Module Electricity and Magnetism, Lesson 2 Magnetism and Designing Solutions p. 83: Lesson 2 Review Three-Dimensional Thinking						
From Molecules to Organisms: Structures and Processes									
20	PE	**3-LS1-1. Students who demonstrate understanding can: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**							
21	DCI	**LS1.B: Growth and Development of Organisms** • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1)	TE: Unit 2, Module Plants, Lesson 1 Plant Life Cycles p. 11: Reproducing with Flowers						
22	SEP	**Developing and Using Models** *Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.* • Develop models to describe phenomena. (3-LS1-1)	TE: Unit 2, Module Plants, Lesson 1 Plant Life Cycles p. 17: Inquiry Activity Plant Life Cycle Model						

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23	CONN	**Scientific Knowledge is Based on Empirical Evidence** • Science findings are based on recognizing patterns. (3-LS1-1)	TE: Unit 2, Module Animals, Lesson 1 Animal Life Cycles p. 54-55: Inquiry Activity Mealworms						
24	CCC	**Patterns** • Patterns of change can be used to make predictions. (3-LS1-1)	TE: Unit 2, Module Plants, Lesson 1 Plant Life Cycles p. 19: Lesson 1 Review Three- Dimensional Thinking						
Ecosystems: Interactions, Energy, and Dynamics									
25	PE	**3-LS2-1. Students who demonstrate understanding can: Construct an argument that some animals form groups that help members survive.**							
26	DCI	**LS2.D: Social Interactions and Group Behavior** • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2) (3-LS2-1)	TE: Unit 2, Module Animals, Lesson 3 Animal Group Survival p. 86: Animal Groups						
27	SEP	**Engaging in Argument from Evidence** Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds. • Construct an argument with evidence, data, and/or a model. (3-LS2-1)	TE: Unit 2, Module Animals, Lesson 3 Animal Group Survival p. 82-84: Inquiry Activity Ant Workers						
28	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1)	TE: Unit 2, Module Animals, Lesson 3 Animal Group Survival p. 90-91: Inquiry Activity Zebrafish Observations						
Heredity: Inheritance and Variation of Traits									
29	PE	**3-LS3-1. Students who demonstrate understanding can: 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.**							
30	DCI	**LS3.A: Inheritance of Traits** • Many characteristics of organisms are inherited from their parents. (3-LS3-1)	TE: Unit 2, Module Plants, Lesson 2 Plant Traits p. 27: Inherited Traits						
31	DCI	**LS3.B: Variation of Traits** • Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)	TE: Unit 2, Module Plants, Lesson 2 Plant Traits p. 33: Pea Plants						

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32	SEP	**Analyzing and Interpreting Data** *Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.* • Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1)	TE: Unit 2, Module Plants, Lesson 2 Plant Traits p. 29: Inquiry Activity Parent Plants Communicate Information						
33	CCC	**Patterns** • Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1)	TE: Unit 2, Module Plants, Lesson 2 Plant Traits p. 24: Inquiry Activity Plant Families						
34	PE	**3-LS3-2. Students who demonstrate understanding can: Use evidence to support the explanation that traits can be influenced by the environment.**							
35	DCI	**LS3.A: Inheritance of Traits** • Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3- LS3-2)	TE: Unit 3, Module Survive The Environment, Lesson 1 Survival of Organisms p. 13-14: Animal Needs						
36	DCI	**LS3.B: Variation of Traits** • The environment also affects the traits that an organism develops. (3-LS3-2)	TE: Unit 3, Module Survive The Environment, Lesson 2 Adaptations and Variations p. 32-34: Desert Adaptations, Ocean, Forest						
37	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.* • Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)	TE: Unit 3, Module Survive the Environment, Lesson 1 Survival of Organisms p. 9: Inquiry Activity Plant Hunt						
38	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2)	TE: Unit 3, Module Survive the Environment, Lesson 1 Survival of Organisms p. 11-12: Needs of Plants						
Biological Evolution: Unity and Diversity									
39	PE	**3-LS4-1. Students who demonstrate understanding can: Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.**							

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40	DCI	**LS4.A: Evidence of Common Ancestry and Diversity** • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: Moved from K–2) (3-LS4-1)	TE: Unit 3, Module Change the Environment, Lesson 1 Fossils p. 58: What Fossils Tell Us						
41	DCI	**LS4.A: Evidence of Common Ancestry and Diversity** • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1)	TE: Unit 3, Module Change the Environment, Lesson 1 Fossils p. 60: Learning From Fossils						
42	SEP	**Analyzing and Interpreting Data** *Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.* • Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)	TE: Unit 3, Module Change the Environment, Lesson 1 Fossils, p. 61: Fossil Dig						
43	CCC	**Scale, Proportion, and Quantity** • Observable phenomena exist from very short to very long time periods. (3-LS4-1)	TE: Unit 3, Module Change the Environment, Lesson 1 Fossils p. 59: Layers and Fossils, Part 2						
44	CONN	**Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes consistent patterns in natural systems. (3-LS4-1)	TE: Unit 3, Module Change the Environment, Lesson 1 Fossils p. 64: Fossil Mystery						
45	PE	**3-LS4-2. Students who demonstrate understanding can: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.**							
46	DCI	**LS4.B: Natural Selection** • Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2)	TE: Unit 2, Module Plants, Lesson 2 Plant Traits p. 26: Traits						
47	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.* • Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2)	TE: Unit 2, Module Plants, STEM Module Project Completion p. 40: Science Challenge Growing Plants						

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48	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change. (3-LS4-2)	TE: Unit 2, Module Plants, STEM Module Project Planning p. 38: Science Challenge Planning after Lesson 2						
49	PE	**3-LS4-3. Students who demonstrate understanding can: 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.**							
50	DCI	**LS4.C: Adaptation** • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3)	TE: Unit 3, Module Survive the Environment, Lesson 2 Adaptations and Variations p.30: Adaptations						
51	SEP	**Engaging in Argument from Evidence** Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds. • Construct an argument with evidence. (3-LS4-3)	TE: Unit 3, Module Survive the Environment, Lesson 2 Adaptations and Variations p. 38-39: Inquiry Activity Design a Bird						
52	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change. (3-LS4-3)	TE: Unit 3, Module Survive The Environment, Lesson 2 Adaptations and Variations p. 26-28: Inquiry Activity Bird Beak Shapes						
53	PE	**3-LS4-4. Students who demonstrate understanding can: 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.**							
54	DCI	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary to 3-LS4-4)	TE: Unit 3, Module Change the Environment, Lesson 2 Changes Affect Organisms p. 75-76: Changes in Ecosystems						
55	DCI	**LS4.D: Biodiversity and Humans** • Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)	TE: Unit 3, Module Change the Environment, Lesson 2 Changes Affect Organisms p. 78-79: Close Reading						

Section 1: Standards Review: Science

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56	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds.* • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4)	TE: Unit 3, Module Change the Environment, Lesson 2 Changes Affect Organisms p. 81: Inquiry Activity Solve for an Invasive Species						
57	CCC	**Systems and System Models** • A system can be described in terms of its components and their interactions. (3-LS4-4)	TE: Unit 3, Module Change the Environment, Lesson 2 Changes Affect Organisms p. 74: Ecosystems						
58	CONN	**Interdependence of Science, Engineering, and Technology** • Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4)	TE: Unit 3, Module Change the Environment, STEM Module Project Launch p. 50: Science Challenge Past, Present, and Future						
Earth's Systems									
59	PE	**3-ESS2-1. Students who demonstrate understanding can: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.**							
60	DCI	**ESS2.D: Weather and Climate** • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1)	TE: Unit 4, Module Weather Impacts, Lesson 1 Weather Patterns p. 13: Predicting Weather						
61	SEP	**Analyzing and Interpreting Data** *Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.* • Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1)	TE: Unit 4, Module Weather Impacts, Lesson 1 Weather Patterns p. 8-9: Inquiry Activity Predict Weather						
62	CCC	**Patterns** • Patterns of change can be used to make predictions. (3-ESS2-1)	TE: Unit 4, Module Weather Impacts, Lesson 1 Weather Patterns p. 17: Inquiry Activity Become a Meterologist						
63	PE	**3-ESS2-2. Students who demonstrate understanding can: Obtain and combine information to describe climates in different regions of the world.**							

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64	DCI	**ESS2.D: Weather and Climate** • Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2)	TE: Unit 4, Module Weather Impacts, Lesson 2 Weather and Seasons p. 26: Climate						
65	SEP	**Obtaining, Evaluating, and Communicating Information** *Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.* • Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2)	TE: Unit 4, Module Weather Impacts, Lesson 2 Weather and Seasons p. 32: Compare Data						
66	CCC	**Patterns** • Patterns of change can be used to make predictions. (3-ESS2-2)	TE: Unit 4, Module Weather Impacts, Lesson 2 Weather and Seasons p. 27: Seasons						
Earth and Human Activity									
67	PE	**3-ESS3-1. Students who demonstrate understanding can: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.**							
68	DCI	**ESS3.B: Natural Hazards** • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1)	TE: Unit 4, Module Weather Impacts, Lesson 4 Prepare for Natural Disasters p. 62: Scientists Study Natural Hazards						
69	SEP	**Engaging in Argument from Evidence** *Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).* • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)	TE: Unit 4, Module Weather Impacts, Lesson 4 Prepare for Natural Hazards p. 60: Inquiry Activity Build Sugar Structures Talk About It						
70	CCC	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)	TE: Unit 4, Module Weather Impacts, Lesson 4 Prepare for Natural Hazards p. 58-59: Inquiry Activity Build Sugar Structures						
71	CONN	**Influence of Engineering, Technology, and Science on Society and the Natural World** • Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1)	TE: Unit 4, Module Weather Impacts, Lesson 4 Prepare for Natural Disasters p. 64-65: Inquiry Activity Sandbags and Floods						

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72	CONN	**Science is a Human Endeavor** • Science affects everyday life. (3-ESS3-1)	TE: Unit 4, Module Weather Impacts, STEM Module Project Planning p.77: Research the Problem						
Engineering Design:									
73	PE	**3-5-ETS1-1. Students who demonstrate understanding can: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.**							
74	DCI	**ETS1.A: Defining and Delimiting Engineering Problems** • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)	TE: Unit 1, Module Electricity and Magnetism, STEM Module Project Planning p. 85: Design a Self-Closing Gate, Project Parameters						
75	SEP	**Asking Questions and Defining Problems** *Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.* • Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)	TE: Unit 1, Module Electricity and Magnetism, STEM Module Project Completion p. 87: Sketch Your Model						
76	CCC	**Influence of Science, Engineering, and Technology on Society and the Natural World** • People's needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1)	TE: Unit 1, Module Electricity and Magnetism, STEM Module Project Completion p. 90: Engineering Challenge Communicate Your Results						
77	PE	**3-5-ETS1-2. Students who demonstrate understanding can: 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.**							
78	DCI	**ETS1.B: Developing Possible Solutions** • Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2)	TE: Unit 1, Module Electricity and Magnetism, STEM Module Project Planning p. 86: Planning after Lesson 2						

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79	DCI	**ETS1.B: Developing Possible Solutions** • At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and share ideas can lead to improved designs. (3-5-ETS1-2)	TE: Unit 1, Module Electricity and Magnetism, STEM Module Project Completion p. 88: Engineering Challenge Design a Self-Closing Gate						
80	SEP	**Constructing Explanations and Designing Solutions** *Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.* • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2)	TE: Unit 1 Module Electricity and Magnetism, STEM Module Project Completion p. 89: Procedure, Test Your Model						
81	CCC	**Influence of Science, Engineering, and Technology on Society and the Natural World** • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)	TE: Unit 1, Module Electricity and Magnetism, Lesson 2 Magnetism and Designing Solutions p. 81: Light From Motion						
82	PE	**3-5-ETS1-3. Students who demonstrate understanding can: 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.**							
83	DCI	**ETS1.B: Developing Possible Solutions** • Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3)	TE: Unit 3, Module Survive the Environment, STEM Module Project Completion p. 46: Communicate Your Results						
84	DCI	**ETS1.C: Optimizing the Design Solution** • Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)	TE: Unit 3, Module Survive the Environment, STEM Module Project Completion p. 45: Design an Animal's Adaptations						
85	SEP	**Planning and Carrying Out Investigations** *Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.* • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)	TE: Unit 3, Module Survive the Environment, STEM Module Project Planning p. 43-44: Design an Animal's Adaptations						

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CCSS for ELA/Literacy and Math in Grade 3 NGSS • **NOTE: The standards noted at the end of each CCSS (such as *(HS-ESS1-1), (HS-ESS1-2), (HS-ESS1-5)*) are the occurrences of the CCSS within the NGSS.**									
Grade 3 CCSS ELA/Literacy									
86	**CCSS ELA/ Literacy**	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. *(3-PS2-1), (3-PS2-3), (3-LS2-1), (3-LS3-1), (3-LS3-2), (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4), (3-ESS2-2)*	TE: Unit 1, Module Electricity and Magnetism, Lesson 1 Electricity and Designing Solutions p. 57: Static Electricity Access Complex Text						
87	**CCSS ELA/ Literacy**	**RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. *(3-LS3-1), (3-LS3-2), (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)*	TE: Unit 2, Module Animals, Lesson 2 Animal Traits p. 70-71: Close Reading						
88	**CCSS ELA/ Literacy**	**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. *(3-PS2-3), (3-LS2-1), (3-LS3-1), (3-LS3-2), (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)*	TE: Unit 2, Module Plants, Lesson 2 Plant Traits p. 30-31: Close Reading						
89	**CCSS ELA/ Literacy**	**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). *(3-LS1-1)*	TE: Unit 2, Module Plants, Lesson 1 Plant Life Cycles p.10: From Seed to Plant						
90	**CCSS ELA/ Literacy**	**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). *(3-PS2-3)*	TE: Unit 1, Module Electricity and Magnetism, Lesson 2 Magnetism and Designing Solutions p. 75: Earth's Magnetic Field						
91	**CCSS ELA/ Literacy**	**RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic. *(3-ESS2-2)*	TE: Unit 4, Module Weather Impacts, Lesson 2 Weather and Seasons p. 24-25: Inquiry Activitiy Compare Weather Patterns						
92	**CCSS ELA/ Literacy**	**W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. *(3-LS2-1), (3-LS4-1), (3-LS4-3), 3-LS4-4), (3-ESS3-1)*	TE: Unit 3, Module Survive The Environment, Lesson 1 Survival of Organisms p. 15: Writing Connection						

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93	**CCSS ELA/ Literacy**	**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *(3-LS3-1), (3-LS3-2), (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)*	TE: Unit 3, Module Change the Environment, Lesson 1 Fossils p. 56-57: Fossils						
94	**CCSS ELA/ Literacy**	**W.3.7** Conduct short research projects that build knowledge about a topic. *(3-PS2-1), (3-PS2-2), (3-ESS3-1)*	TE: Unit 4, Module Weather Impacts, Lesson 3 Natural Hazards and the Environment p. 45: Earthquake						
95	**CCSS ELA/ Literacy**	**W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. *(3-PS2-1), (3-PS2-2), (3-LS4-1)*	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 14: Visual Literacy						
96	**CCSS ELA/ Literacy**	**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. *(3-PS2-3)*	TE: Unit 1, Module Electrictiy and Magnetism p. 46: STEM Connection Go Online						
97	**CCSS ELA/ Literacy**	**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. *(3-LS3-1), (3-LS3-2), (3-LS4-2), (3-LS4-3), (3-LS4-4)*	TE: Unit 2, Module Animals, Lesson 2 Animal Traits p. 74: What Does a Veterinarian Technician Do? Reading Connection						
98	**CCSS ELA/ Literacy**	**SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. *(3-LS1-1)*	TE: Unit 2, Module Animals, Lesson 1 Animal Life Cycles p. 59: Inquiry Activity Animal Life Cycle Model						
Grade 3 CCSS Math									
99	**CCSS Math**	**MP.2** Reason abstractly and quantitatively. *(3-PS2-1), (3-LS3-1), (3-LS3-2), (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4), (3-ESS2-1), (3-ESS2-2), (3-ESS3-1), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)*	TE: Unit 2, Module Animals, Lesson 2 Animal Traits p. 66-67: Inquiry Activity Inherited Traits						
100	**CCSS Math**	**MP.4** Model with mathematics. *(3-LS1-1), (3-LS2-1), (3-LS3-1), (3-LS3-2), (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4), (3-ESS2-1), (3-ESS2-2), (3-ESS3-1), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)*	TE: Unit 2, Module Plants, Lesson 1 Plant Life Cycles p. 8-9: Inquiry Activity Seed Growth						
101	**CCSS Math**	**MP.5** Use appropriate tools strategically. *(3-PS2-1), (3-LS4-1), (3-ESS2-1), (3-5-ETS1-1), (3-5-ETS1-2), (3-5-ETS1-3)*	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 11: Lesson Vocabulary, Math Connection						

Section 1: Standards Review: Science

Abbreviations for the Form F Standards Review Tab:
- PE: Performance Expectation
- DCI: Disciplinary Core Idea
- SEP: Science and Engineering Practices
- CCC: Crosscutting Concepts
- CONN: Connections
- NM: NM STEM Ready Standard
- CCSS: Common Core State Standards for ELA/Literacy in Science and Common Core State Standards for Math in Science as identified in the NGSS

PUBLISHER/PROVIDER INSTRUCTIONS:

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- For this section, the publisher/provider will enter one citation per DCI, SEP, CCC, CONN, and NM standard in Column D. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. Each citation should cover no more than 3 pages within the materials. ***Any cells grayed out do not require a citation.***
  - **Column D:** Enter one citation in Column D from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The cited material for each DCI, SEP, CCC, and CONN must directly relate to the PE under which they fall.
- The material will be scored for alignment with each DCI, SEP, CCC, CONN, and NM standard within each PE as “Meets expectations", “Partially meets expectations", or “Does not meet expectations” based on the citations provided. A score for the PE will be derived from the related DCIs, SEPS, CCCs, CONNs, and NM Standards within the PE.
  - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Criteria #	Standard Identifier	F.3 Grade 3 Science Standards Review:	Publisher/Provider Citation from Teacher Edition	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Required: Reviewer's Evidence	Comments, other citations, notes
102	**CCSS Math**	**3.NBT** Number and Operations in Base Ten *(3-LS2-1), (3-LS1-1)*	TE: Unit 2, Module Animals, Lesson 1 Animal Life Cycles p. 50-51: Inquiry Activity Grow a Caterpillar						
103	**CCSS Math**	**3.NF** Number and Operations—Fractions *(3-LS1-1)*	TE: Unit 2, Module Plants, Lesson 2 Plant Traits p. 28: Inquiry Activity Parent Plants						
104	**CCSS Math**	**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-PS2-1), (3-ESS2-1)*	TE: Unit 4, Module Weather Impacts, Lesson 3 Natural Hazards and the Environment p.42: Inquiry Activity Flooding Plants						
105	**CCSS Math**	**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. *(3-LS4-2), (3-LS4-3), (3-ESS2-1)*	TE: Unit 4, Module Weather Impacts, Lesson 1 Weather Patterns pg. 16: Inquiry Activity Become a Meteorologist						
106	**CCSS Math**	**3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. *(3-LS3-1), (3-LS3-2), (3-LS4-1)*	TE: Unit 3, Module Survive the Environment, Lesson 1 Survival of Organisms p. 8: Inquiry Activity Plant Hunt						

Section 2: Science Content Review

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- The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations" based on the citations provided.
  - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Criteria #	Grades K-12 Science Content Criteria	Publisher/Provider Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation	Score	Required: Reviewer's Evidence	Comments, other citations, notes
FOCUS AREA 1: PHENOMENA-/PROBLEM-BASED AND THREE-DIMENSIONAL APPROACH Instructional materials are centered around high quality phenomena and/or problems and require a three dimensional approach to make sense of the phenomena or to solve the problems.								
1	Materials clearly integrate and describe the three-dimensional NM STEM Ready! Standards via appropriate grade-band, interdisciplinary progressions that center around the phenomena, utilizing aligned SEPs, CCCs, DCIs and the common core math and ELA standards' connections.	TE: Unit 2, Module Plants p. 2A - 2C: Three-Dimensional Learning, Performance Expectations, Disciplinary Core Idea Progressions						
2	Materials consistently support meaningful student sensemaking with the three dimensions, including discourse, that is appropriate to grade band progressions, instruction and assessment.	TE: Unit 2, Module Plants p. 2-3: Module Opener						
3	Natural and designed phenomena and/or problems that are meaningful and apparent to students drive coherent lessons and activities in all three dimensions.	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 6-7: Engage						
FOCUS AREA 2: THREE-DIMENSIONAL ASSESSMENT Assessments provide tools, guidance and support for teachers to collect, interpret and act on data about student progress toward the learning goals of the 3 dimensional standards.								
4	Materials engage students in meaningful tasks as well as multiple assessment types and opportunities, across all dimensions, in order to make sense of phenomena and/or design solutions to problems.	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 19: Lesson 1 Review Three-Dimensional Thinking						
5	Materials include opportunities for students to obtain feedback from teachers and peers as well as opportunities for student self-reflection.	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 12: Motion						
FOCUS AREA 3: TEACHER SUPPORTS Materials include opportunities for teachers to effectively plan and utilize materials.								
6	Materials provide a comprehensive list of supplies and teacher guidance needed to support instructional activities in a safe manner.	TE: Unit 1, Module Electricity and Magnetism p. 46G-46H: Inquiry Activity Planner						
7	Materials provide teacher guidance for the use of embedded and meaningful technology to support and enhance student learning, when applicable.	TE: Unit 1, Module Forces and Motion, Lesson 1 Motion p. 18: Lesson 1 Review						
8	Materials and assessments include teacher guidance for students at, approaching, or exceeding grade level expectations.	TE: Unit 3, Module Change the Environment, Lesson 1 Fossils p. 62: Explain						

Section 2: Science Content Review

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Criteria #	Grades K-12 Science Content Criteria	Publisher/Provider Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Reviewer Citation	Score	Required: Reviewer's Evidence	Comments, other citations, notes
9	Materials provide teacher guidance for interpreting student evidence of learning, monitoring student progress and providing feedback to guide student learning and to modify instruction.	TE: Unit 1, Module Forces and Motion, Lesson 2 Forces Can Change Motion p. 27: Make Your Claim						
FOCUS AREA 4: STUDENT CENTERED INSTRUCTION **Materials are designed for each student's regular and active participation in science content.**								
10	Materials provide opportunities to engage students' curiosity and participation in a way that pulls from their prior knowledge and connects their learning to relevant phenomena and problems.	TE: Unit 2, Module Plants p. 43: Module Wrap-Up						
11	The flow of lessons from one unit to the next is coherent, meaningful, direct, and apparent to students.	SE: Unit 2 Life Cycles and Traits, Front Matter: Table of Contents TE: Unit 1, Module Forces and Motion, Module Opener p. 2: Storylines						
FOCUS AREA 5: EQUITY **Materials are designed for all learners.**								
12	Materials provide extensions and/or opportunities for all students to engage in learning grade-level/band science and engineering in greater depth.	TE: Unit 2, Module Plants p. 2I-2J: Inspire All Students						
13	Materials and assessments are designed in an accessible manner and include multiple ways for all students to build and reflect on science knowledge; multiple ways for all students to access content (Universal Design for Learning); and multiple opportunities for student self-reflection.	TE: Unit 1, Module Electricity and Magnetism p. 46I-46J: Inspire All Students						

Section 2: All Content Review				
PUBLISHER/PROVIDER INSTRUCTIONS: • The All Content tab will be completed solely by the reviewers. They will score each criterion and provide evidence for their score from the material based on their overall review of the material. You will not provide any citations for this tab. • The material will be scored for alignment with each criterion as "Meets expectations", "Partially meets expectations", or "Does not meet expectations".				
Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
FOCUS AREA 1: COHERENCE **Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**				
1	Instructional materials address the full content contained in the standards for all students by grade level.			
2	Instructional materials support students to show mastery of each standard.			
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.			
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.			
FOCUS AREA 2: WELL-DESIGNED LESSONS **Instructional materials take into account effective lesson structure and pacing.**				
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments shows a purposeful sequencing of teaching and learning expectations.			
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.			
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.			
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.			
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.			
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.			
FOCUS AREA 3: RESOURCES FOR PLANNING **Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**				
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/ accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit.			
13	Instructional materials support teachers with instructional strategies to help guide students’ academic development.			
14	Instructional materials include a teacher edition/ teacher-facing material with useful annotations and suggestions on how to present the content in the student edition/student-facing material and in the supporting material.			
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.			
FOCUS AREA 4: ASSESSMENT **Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**				
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. *(Adopted New Mexico Content Standards for 2024: NM STEM Ready Science Standards)*			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.			
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.			
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.			
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.			
FOCUS AREA 5: EXTENSIVE SUPPORT **Instructional materials give all students extensive opportunities and support to explore key concepts.**				
21	Instructional materials can be customized or adapted to meet the needs of different student populations.			
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.			
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement.			
25	Instructional materials include opportunities for all students that encourage and support critical and creative thinking, inquiry, and complex problem-solving skills.			
FOCUS AREA 6: CULTURAL AND LINGUISTIC PERSPECTIVES **Instructional materials represent a variety of cultural and linguistic perspectives.**				
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.			
27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.			
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.			
FOCUS AREA 7: INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS **Instructional materials highlight diversity in culture and language through multiple perspectives.**				
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.			
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.			
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.			

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Criteria #	**All Content Criteria Review**	Score	Required: Reviewer's Evidence from Material	Comments, citations, notes
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.			