THINK RICE! — GRADE 3 STANDARDS ALIGNMENT	Activity 1	Activity 2	Activity 3	Poster
National Social Studies Standards				
Standard I: Culture				
• Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	x			x
Standard III: People, Places, and Environments				
• Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	x			x
• Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.	x			x
Standard VII: Production, Distribution, and Consumption				
• Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.		x		x
Standard VIII: Science, Technology, and Society				
• Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.		x		x
• Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies.		x		
Standard IX: Global Connections				
• Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species		x		
Next Generation Science Standards				
Heredity: Inheritance and Variation of Traits				
3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.		x		
Biological Evolution: Unity and Diversity				
3-LS4-2 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.		x		
3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms survive well, and some cannot survive at all.		x		
3-LS4-4 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.		x		
National Health Education Standards				
1.5.1 Describe the relationship between healthy behaviors and personal health.			x	x
3.5.2 Locate resources from home, school, and community that provide valid health information.			x	x
5.5.3 List healthy options to health-related issues or problems.			x	
5.5.5 Choose a healthy option when making a decision.			x	

Common Core English Language Arts Standards - Reading Informational Text				
Key Ideas and Details:				
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x	x	x	x
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	x	x	x	
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.	x	x	x	x
Craft and Structure:				
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	x	x	x	x
Integration of Knowledge and Ideas:				
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).	x	x	x	x
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	x	x	x	
Common Core Mathematics Standards				
Use place value understanding and properties of operations to perform multi-digit arithmetic.				
3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.		x		
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction		x		

THINK RICE! — GRADE 4 STANDARDS ALIGNMENT	Activity 1	Activity 2	Activity 3	Poster
National Social Studies Standards				
Standard I: Culture				
• Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	x			x
Standard III: People, Places, and Environments				
• Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	x			x
• Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.	x			x
Standard VII: Production, Distribution, and Consumption				
• Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.		x		x
Standard VIII: Science, Technology, and Society				
• Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.		x		x
• Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies.		x		
Standard IX: Global Connections				
• Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species		x		
Next Generation Science Standards				
From Molecules to Organisms: Structures and Processes				
4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.		x		
Earth and Human Activity				
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.		x		
4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.		x		
National Health Education Standards				
1.5.1 Describe the relationship between healthy behaviors and personal health.			x	x
3.5.2 Locate resources from home, school, and community that provide valid health information.			x	x
5.5.3 List healthy options to health-related issues or problems.			x	
5.5.5 Choose a healthy option when making a decision.			x	

Common Core English Language Arts Standards - Reading Informational Text				
Key Ideas and Details:				
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	x	x	x	x
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	x	x	x	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	x	x	x	x
Craft and Structure:				
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	x	x	x	x
Integration of Knowledge and Ideas:				
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	x	x	x	x
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	x	x	x	
Common Core Mathematics Standards				
Generalize place value understanding for multi-digit whole numbers.				
4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.		x		
4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.		x		
Use place value understanding and properties of operations to perform multi-digit arithmetic.				
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.		x		

THINK RICE! — GRADE 5 STANDARDS ALIGNMENT	Activity 1	Activity 2	Activity 3	Poster
National Social Studies Standards				
Standard I: Culture				
• Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	x			x
Standard III: People, Places, and Environments				
• Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs	x			x
• Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.	x			x
Standard VII: Production, Distribution, and Consumption				
• Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.		x		x
Standard VIII: Science, Technology, and Society				
• Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses.		x		x
• Identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies.		x		
Standard IX: Global Connections				
• Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species		x		
Next Generation Science Standards				
From Molecules to Organisms: Structure and Processes				
5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.		x		
Ecosystems: Interactions, Energy, and Dynamics				
5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.		x		
Earth's Systems				
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.		x		
Earth and Human Activity				
5ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.		x		

National Health Education Standards				
1.5.1 Describe the relationship between healthy behaviors and personal health.			x	x
3.5.2 Locate resources from home, school, and community that provide valid health information.			x	x
5.5.3 List healthy options to health-related issues or problems.			x	
5.5.5 Choose a healthy option when making a decision.			x	
Common Core English Language Arts Standards - Reading Informational Text				
Key Ideas and Details:				
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	x	x	x	x
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	x	x	x	x
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	x	x	x	x
Craft and Structure:				
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	x	x	x	x
Integration of Knowledge and Ideas:				
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem.	x	x	x	x
Common Core Mathematics Standards				
Perform operations with multi-digit whole numbers and with decimals to hundredths.				
5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.		x		

THINK RICE! — GRADE 6 STANDARDS ALIGNMENT	Activity 1	Activity 2	Activity 3	Poster
National Social Studies Standards				
Standard I: Culture				
• Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.	x			x
Standard III: People, Places, and Environments				
• Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.	x			x
• Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.	x			
Standard VII: Production, Distribution, and Consumption				
• Describe the role of specialization and exchange in the economic process.				x
Standard VIII: Science, Technology, and Society				
• Show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.				x
Standard IX: Global Connections				
• Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species		x		
Next Generation Science Standards				
From Molecules to Organisms: Structures and Processes				
MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.		x		
MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.		x		
Ecosystems: Interactions, Energy, and Dynamics				
MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.		x		
MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.		x		
MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.		x		
MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.		x		

Earth's Systems MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Earth and Human Activity MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.		x x		
National Health Education Standards 1.8.1 Analyze the relationship between healthy behaviors and personal health. 3.8.2 Access valid health information from home, school, and community. 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.			x x x x	x x
Common Core English Language Arts Standards - Reading Informational Text Key Ideas and Details: RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Craft and Structure: RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Integration of Knowledge and Ideas: RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	x x x x	x x x x	x x x x	x x x x
Common Core Mathematics Standards Compute fluently with multi-digit numbers and find common factors and multiples. 6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.		x		