

## Level 1 (Grades K-2)

### Census with your Senses

#### Common Core State Standards for English Language Arts

##### Writing Standards

###### Text Types and Purposes

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

###### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.K.8, 1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

##### Speaking & Listening Standards

###### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.K.1, 1.1) Participate in collaborative conversations with diverse partners about *grade-level topics and texts* with peers and adults in small and larger groups. (K-Gr. 1)
- (CCSS.ELA-Literacy.SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Gr. 2)
- (CCSS.ELA-Literacy.SL.K.3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K)
- (CCSS.ELA-Literacy.SL.1.3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (Gr. 2)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)

###### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)

- (CCSS.ELA-Literacy.SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Gr. 2)

# Everybody Needs a Home

## Common Core State Standards for English Language Arts

### Reading Standards: Informational Text

#### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.2.1) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (Gr. 2)

#### Range of Reading and Level of Text Complexity

- (CCSS.ELA-Literacy.RI.K.10) Actively engage in group reading activities with purpose and understanding. (K)

### Writing Standards

#### Text Types and Purposes

- (CCSS.ELA-Literacy.W.K.1) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.2.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Gr. 2)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)

## **Language Standards**

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K)
- (CCSS.ELA-Literacy.L.1.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (Gr. 1)

# **Please Pass the Energy**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.1.3) Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Gr. 1)
- (CCSS.ELA-Literacy.RI.2.3) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (Gr. 2)

#### **Range of Reading and Level of Text Complexity**

- (CCSS.ELA-Literacy.RI.K.10) Actively engage in group reading activities with purpose and understanding. (K)

### **Writing Standards**

#### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

#### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.K.8, 1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Gr. 2)

## **Language Standards**

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.K.5) With guidance and support from adults, explore word relationships and nuances in word meanings. (K)
- (CCSS.ELA-Literacy.L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K)
- (CCSS.ELA-Literacy.L.1.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (Gr. 1)

# Where's the Water You Drink?

## Common Core State Standards for English Language Arts

### Reading Standards: Informational Text

#### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.K.3) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K)
- (CCSS.ELA-Literacy.RI.1.3) Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Gr. 1)
- (CCSS.ELA-Literacy.RI.2.3) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (Gr. 2)

#### Range of Reading and Level of Text Complexity

- (CCSS.ELA-Literacy.RI.K.10) Actively engage in group reading activities with purpose and understanding. (K)

### Writing Standards

#### Text Types and Purposes

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.K.8, 1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.K.1, 1.1, 2.1) Participate in collaborative conversations with diverse partners about *grade-level topics and texts* with peers and adults in small and larger groups. (K-Gr. 2)
- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Gr. 2)

## Language Standards

### Conventions of Standard English

- (CCSS.ELA-Literacy.L.1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 1-2)
- (CCSS.ELA-Literacy.L.2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 2)

# It's All About Habitat

## Common Core State Standards for English Language Arts

### Reading Standards: Informational Text

#### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.K.3) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K)
- (CCSS.ELA-Literacy.RI.1.3) Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Gr. 1)

#### Range of Reading and Level of Text Complexity

- (CCSS.ELA-Literacy.RI.K.10) Actively engage in group reading activities with purpose and understanding. (K)

#### Craft and Structure

- (CCSS.ELA-Literacy.RI.2.4) Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.(Gr. 2)

### Writing Standards

#### Text Types and Purposes

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.K.8, 1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.K.1, 1.1, 2.1) Participate in collaborative conversations with diverse partners about *grade-level topics and texts* with peers and adults in small and larger groups. (K-Gr. 2)
- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Gr. 2)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation. (Gr. 1)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Gr. 2)
- (CCSS.ELA-Literacy.SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 2)

## Language Standards

### Conventions of Standard English

- (CCSS.ELA-Literacy.L.K.1, 1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K-Gr. 2)
- (CCSS.ELA-Literacy.L.1.2, 2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 1-2)

### Knowledge of Language

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 2)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.K.5, 1.5) With guidance and support from adults, explore word relationships and nuances in word meanings. (K-Gr. 1)
- (CCSS.ELA-Literacy.L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K)
- (CCSS.ELA-Literacy.L.1.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (Gr. 2)

# The Search for Stick Bugs

## Common Core State Standards for English Language Arts

### Writing Standards

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.K.8, 1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

### Speaking & Listening Standards

#### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)

#### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Gr. 2)
- (CCSS.ELA-Literacy.SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 2)

## Language Standards

### Conventions of Standard English

- (CCSS.ELA-Literacy.L.K.1, 1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. K-2)

### Knowledge of Language

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 2)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.K.5, 1.5) With guidance and support from adults, explore word relationships and nuances in word meanings. (K-Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (Gr. 2)

# **We All Have Jobs to Do**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RI.K.7) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K)

#### **Range of Reading and Level of Text Complexity**

- (CCSS.ELA-Literacy.RI.K.10) Actively engage in group reading activities with purpose and understanding. (K)

### **Writing Standards**

#### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

#### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.K.8, 1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.K.1, 1.1) Participate in collaborative conversations with diverse partners about *grade-level topics and texts* with peers and adults in small and larger groups. (K-Gr. 2)
- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 2)

## Language Standards

### Conventions of Standard English

- (CCSS.ELA-Literacy.L.K.1, 1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K-Gr. 2)
- (CCSS.ELA-Literacy.L.1.2, 2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 1-2)

### Knowledge of Language

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 2)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (Gr. 2)

# **We Can Make a Difference – Action, Please!**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Range of Reading and Level of Text Complexity**

- (CCSS.ELA-Literacy.RI.K.10) Actively engage in group reading activities with purpose and understanding. (K)

### **Writing Standards**

#### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

#### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

### **Speaking & Listening Standards**

#### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.K.1, 1.1, 2.1) Participate in collaborative conversations with diverse partners about *grade-level topics and texts* with peers and adults in small and larger groups. (K-Gr. 2)
- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (Gr. 1)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 2)

### **Language Standards**

#### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.K.1, 1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K-Gr. 2)
- (CCSS.ELA-Literacy.L.1.2, 2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 1-2)

#### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 2)

## **Level 2 (Grades 3-5)**

### **All connected: Habitats and Ecosystems**

#### **Habitats: Inventory Your Environment**

#### **Common Core State Standards for English Language Arts**

##### **Reading Standards: Informational Text**

###### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade-level topic or subject area*. (Gr. 3-5)

###### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.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 efficiently. (Gr. 5)

##### **Writing Standards**

###### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.3.2, 4.2, 5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Gr. 3-5)

###### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 5)

###### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (CCSS.ELA-Literacy.W.4.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 4)

###### **Range of Writing**

- (CCSS.ELA-Literacy.W.4.10, 5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 4-5)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade-level topics and texts*, building on others' ideas and expressing their own clearly. (Gr. 3-5)

## Language Standards

### Conventions of Standard English

- (CCSS.ELA-Literacy.L.3.1, 4.1, 5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 3-5)
- (CCSS.ELA-Literacy.L.3.2, 4.2, 5.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 3-5)

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)
- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

## **Habitats: What's a Habitat?**

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

#### **Speaking & Listening Standards**

##### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

## Language Standards

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

## **Habitats: Create a Habitat**

### **Common Core State Standards for English Language Arts**

#### **Speaking & Listening Standards**

##### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

##### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# Habitats: Spinning the Food Web

## Common Core State Standards for English Language Arts

### Speaking & Listening Standards

#### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Gr. 4)

#### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (Gr. 5)

# **Ecosystems Everywhere: Habitats, Niches, Ecosystems**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.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. (Gr. 5)

#### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Ecosystems Everywhere: Plant>Prey>Predator**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (CCSS.ELA-Literacy.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. (Gr. 5)

#### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)
- (CCSS.ELA-Literacy.RI.3.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Gr. 3)

### **Speaking & Listening Standards**

#### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

#### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (Gr. 5)

## Language Standards

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Ecosystems Everywhere: Forest Ecosystems**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.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. (Gr. 4)

#### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)
- (CCSS.ELA-Literacy.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. (Gr. 4)

#### **Integration of Knowledge and Ideas**

- (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). (Gr. 3)
- (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). (Gr. 3)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Ecosystems Everywhere: Create a Terrarium**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (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. (Gr. 3)

#### **Integration of Knowledge and Ideas**

- (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). (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)

### **Language Standards**

#### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Ecosystems Everywhere: Wetland Ecosystems**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)

#### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

#### **Integration of Knowledge and Ideas**

- (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). (Gr. 3)

### **Speaking & Listening Standards**

#### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

## Language Standards

### Conventions of Standard English

- (CCSS.ELA-Literacy.L.3.1, 4.1, 5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 3-5)

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# Ecosystems Everywhere: Model a Wetland

## Common Core State Standards for English Language Arts

### Reading Standards: Informational Text

#### Key Ideas and Details

- (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. (Gr. 3)

#### Integration of Knowledge and Ideas

- (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). (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)

### Language Standards

#### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Ecosystems Around Us: Vacant Lot Ecosystem**

## **Common Core State Standards for English Language Arts**

### **Writing Standards**

#### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

#### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (Gr. 5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.9, 5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 4-5)

#### **Range of Writing**

- (CCSS.ELA-Literacy.W.3.10, 4.10, 5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 3-5)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# Threats to Ecosystems: The HIPPO Dilemma

## Common Core State Standards for English Language Arts

### Reading Standards: Informational Text

#### Key Ideas and Details

- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)

#### Craft and Structure

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

#### Integration of Knowledge and Ideas

- (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). (Gr. 3)

### Speaking & Listening Standards

#### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.5.3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (Gr. 5)

#### Presentation of Knowledge and Ideas

- (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. (Gr. 3)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

## **Our Natural Resources**

## **Our Natural Resources**

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

## **Our Natural Resources: Water is Essential**

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.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. (Gr. 5)

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

##### **Integration of Knowledge and Ideas**

- (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). (Gr. 3)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### Presentation of Knowledge and Ideas

- (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. (Gr. 3)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# Our Natural Resources: Tracing Source and Destination

## Common Core State Standards for English Language Arts

### Reading Standards: Informational Text

#### Key Ideas and Details

- (CCSS.ELA-Literacy.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. (Gr. 4)

#### Craft and Structure

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)
- (CCSS.ELA-Literacy.RI.3.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Gr. 3)

#### Integration of Knowledge and Ideas

- (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). (Gr. 3)
- (CCSS.ELA-Literacy.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 efficiently. (Gr. 5)
- (CCSS.ELA-Literacy.RI.4.9, 5.9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (Gr. 4-5)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.3.2, 4.2, 5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Gr. 3-5)

### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (Gr. 5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (Gr. 5)
- (CCSS.ELA-Literacy.W.4.9, 5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 4-5)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Our Natural Resources: Trees are Important**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.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. (Gr. 4)

#### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

### **Speaking & Listening Standards**

#### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.4.3) Identify the reasons and evidence a speaker provides to support particular points. (Gr. 4)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Our Natural Resources: Products Growing on Trees**

## **Common Core State Standards for English Language Arts**

### **Speaking & Listening Standards**

#### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (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. (Gr. 3)

#### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)
- (CCSS.ELA-Literacy.SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (Gr. 5)

### **Language Standards**

#### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

# **Our Natural Resources: Soil**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.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. (Gr. 5)

#### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (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. (Gr. 3)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# Our Natural Resources: Just Plain Dirt?

## Common Core State Standards for English Language Arts

### Writing Standards

#### Production and Distribution of Writing

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.8, 5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Gr. 4-5)

#### Range of Writing

- (CCSS.ELA-Literacy.W.3.10, 4.10, 5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 3-5)

### Speaking & Listening Standards

#### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# Our Natural Resources: Slip-Sliding Away

## Common Core State Standards for English Language Arts

### Speaking & Listening Standards

#### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

#### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Our Energy Sources: What is Energy?**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.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. (Gr. 5)

#### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# **Our Energy Sources: Solar Cooking**

## **Common Core State Standards for English Language Arts**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (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. (Gr. 3)

#### **Integration of Knowledge and Ideas**

- (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). (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)

## **Take Action**

### **Remember the HIPPO**

#### **Common Core State Standards for English Language Arts**

##### **Reading Standards: Informational Text**

###### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.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. (Gr. 4)

###### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

## **FYI! Pollution**

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.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. (Gr. 4)
- (CCSS.ELA-Literacy.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. (Gr. 5)

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## Language Standards

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.3.6) Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (Gr. 3)
- (CCSS.ELA-Literacy.L.4.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). (Gr. 4)
- (CCSS.ELA-Literacy.L.5.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). (Gr. 5)

# How Much Water Do We Use?

## Common Core State Standards for English Language Arts

### Writing Standards

#### Text Types and Purposes

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

#### Research to Build and Present Knowledge

- (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. (Gr. 3)

#### Range of Writing

- (CCSS.ELA-Literacy.W.3.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 3)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## **Language Standards**

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

## **Common Core State Standards for Mathematics**

### **Operations and Algebraic Thinking**

- Represent and solve problems involving multiplication and division. (Gr. 3)
- Multiply and divide within 100. (Gr. 3)

### **Number and Operations in Base Ten**

- Use place value understanding and properties of operations to perform multi-digit arithmetic. (Gr. 4)
- Perform operations with multi-digit whole numbers and with decimals to hundredths. (Gr. 5)

### **Measurement and Data**

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (Gr. 3)

# How Much Energy Do We Use?

## Common Core State Standards for English Language Arts

### Writing Standards

#### Production and Distribution of Writing

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Gr. 4)
- (CCSS.ELA-Literacy.W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (Gr. 4)

#### Range of Writing

- (CCSS.ELA-Literacy.W.3.10, 4.10, 5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 3-5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## **Language Standards**

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

## **Common Core State Standards for Mathematics**

### **Operations and Algebraic Thinking**

- Represent and solve problems involving multiplication and division. (Gr. 3)
- Multiply and divide within 100. (Gr. 3)

### **Number and Operations in Base Ten**

- Use place value understanding and properties of operations to perform multi-digit arithmetic. (Gr. 3-4)
- Perform operations with multi-digit whole numbers and with decimals to hundredths. (Gr. 5)

# **Biodiversity in a Lunchbox**

## **Common Core State Standards for English Language Arts**

### **Writing Standards**

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Gr. 4)

### **Range of Writing**

- (CCSS.ELA-Literacy.W.3.10, 4.10, 5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 3-5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

### **Language Standards**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

# Community Report Card

## Common Core State Standards for English Language Arts

### Writing Standards

#### Production and Distribution of Writing

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Gr. 4)

#### Range of Writing

- (CCSS.ELA-Literacy.W.3.10, 4.10, 5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 3-5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)

## **Language Standards**

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

# Ecology Poster Design and Contest

## Common Core State Standards for English Language Arts

### Writing Standards

#### Production and Distribution of Writing

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)
- (CCSS.ELA-Literacy.W.3.5, 4.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Gr. 3-4)
- (CCSS.ELA-Literacy.W.5.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Gr. 5)
- (CCSS.ELA-Literacy.W.3.6) 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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (Gr. 5)

#### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (Gr. 5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.5.3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (Gr. 5)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (Gr. 5)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.3.1, 4.1, 5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 3-5)
- (CCSS.ELA-Literacy.L.3.2, 4.2, 5.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 3-5)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.3.5, 4.5, 5.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Gr. 3-5)

## More Activities

### Common Core State Standards for English Language Arts

#### Writing Standards

##### Text Types and Purposes

- (CCSS.ELA-Literacy.W.3.1) Write opinion pieces on topics or texts, supporting a point of view with reasons. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.1, 5.1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Gr. 4-5)
- (CCSS.ELA-Literacy.W.3.2, 4.2, 5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Gr. 3-5)

##### Production and Distribution of Writing

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)
- (CCSS.ELA-Literacy.W.4.6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.6) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (Gr. 5)

##### Research to Build and Present Knowledge

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (Gr. 5)
- (CCSS.ELA-Literacy.W.4.9, 5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 4-5)

## **Range of Writing**

- (CCSS.ELA-Literacy.W.3.10, 4.10, 5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 3-5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Gr. 4)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Gr. 5)
- (CCSS.ELA-Literacy.SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (Gr. 5)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.3.1, 4.1, 5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 3-5)
- (CCSS.ELA-Literacy.L.3.2, 4.2, 5.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 3-5)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

## Level 3 (Grades 6-8)

### Lesson 1: Environmental change – or not?

#### Reading Standards: Informational Text

##### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 7)
- (CCSS.ELA-Literacy.RI.6.3) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (Gr. 6)

##### Craft and Structure

- (CCSS.ELA-Literacy.RI.6.6) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Gr. 8)
- (CCSS.ELA-Literacy.RI.7.5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (Gr. 7)
- (CCSS.ELA-Literacy.RI.7.6) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.6) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Gr. 8)

##### Integration of Knowledge and Ideas

- (CCSS.ELA-Literacy.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. (Gr. 6)
- (CCSS.ELA-Literacy.RI.8.7) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (Gr. 8)
- (CCSS.ELA-Literacy.RI.6.8) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)

- (CCSS.ELA-Literacy.RI.7.8) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.8) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (Gr. 8)
- (CCSS.ELA-Literacy.RI.6.9) Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.9) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.9) Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (Gr. 8)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.6.1, 7.1, 8.1) Write arguments to support claims with clear reasons and relevant evidence. (Gr. 6-8)
- (CCSS.ELA-Literacy.W.6.2, 7.2, 8.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Gr. 6-8)

### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.6.4, 7.4, 8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gr. 6-8)
- (CCSS.ELA-Literacy.W.6.6) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.6) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (Gr. 7)
- (CCSS.ELA-Literacy.W.8.6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (Gr. 8)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.6.7) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.7) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (Gr. 7)

- (CCSS.ELA-Literacy.W.8.7) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (Gr. 8)
- (CCSS.ELA-Literacy.W.6.8) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Gr. 7)
- (CCSS.ELA-Literacy.W.8.8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Gr. 8)
- (CCSS.ELA-Literacy.W.6.9, 7.9, 8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 6-8)

### **Range of Writing**

- (CCSS.ELA-Literacy.W.6.10, 7.10, 8.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 6-8)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.6.1, 7.1, 8.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (Gr. 6-8)
- (CCSS.ELA-Literacy.SL.6.2) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.2) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.2) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.3) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)

- (CCSS.ELA-Literacy.SL.7.3) Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.3) Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (Gr. 8)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.6.4) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.5) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.5) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.5) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (Gr. 8)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.6.1, 7.1, 8.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.6.2, 7.2, 8.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 6-8)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.6.3, 7.3, 8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.6.6, 7.6, 8.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Gr. 6-8)

## **Common Core State Standards for Literacy in Science & Technical Subjects**

### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RST.6-8.1) Cite specific textual evidence to support analysis of science and technical texts. (Gr. 6-8)
- (CCSS.ELA-Literacy.RST.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (Gr. 6-8)

### **Craft and Structure**

- (CCSS.ELA-Literacy.RST.6-8.6) Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (Gr. 6-8)

### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RST.6-8.7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (Gr. 6-8)
- (CCSS.ELA-Literacy.RST.6-8.8) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (Gr. 6-8)
- (CCSS.ELA-Literacy.RST.6-8.9) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (Gr. 6-8)

## **Lesson 2: Future change and you**

### **Reading Standards: Informational Text**

#### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.7.3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Gr. 7)

#### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.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. (Gr. 6)

### **Writing Standards**

#### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.6.7) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (Gr. 6)
- (CCSS.ELA-Literacy.W.6.8) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (Gr. 6)
- (CCSS.ELA-Literacy.W.6.9, 7.9, 8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 6-8)

### **Speaking & Listening Standards**

#### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.6.1, 7.1, 8.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (Gr. 6-8)

#### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.6.4) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 6)
- (CCSS.ELA-Literacy.SL.8.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 8)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.6.1, 7.1, 8.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 6-8)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.6.3, 7.3, 8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 6-8)

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.6.6, 7.6, 8.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Gr. 6-8)

## **Common Core State Standards for Literacy in History/Social Studies (Gr. 6-8)**

### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RH.6-8.8) Distinguish among fact, opinion, and reasoned judgment in a text.

## **Common Core State Standards for Literacy in Science & Technical Subjects (Gr. 6-8)**

### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RST.6-8.1) Cite specific textual evidence to support analysis of science and technical texts.
- (CCSS.ELA-Literacy.RST.6-8.2) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

### **Craft and Structure**

- (CCSS.ELA-Literacy.RST.6-8.4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RST.6-8.8) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

## Lesson 3: Living with environmental change

### Reading Standards: Informational Text

#### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.8.1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 8)
- (CCSS.ELA-Literacy.RI.6.2) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Gr. 6)
- (CCSS.ELA-Literacy.RI.8.2) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (Gr. 8)
- (CCSS.ELA-Literacy.RI.8.3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Gr. 8)

#### Craft and Structure

- (CCSS.ELA-Literacy.RI.6.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Gr. 6)
- (CCSS.ELA-Literacy.RI.8.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Gr. 8)

#### Integration of Knowledge and Ideas

- (CCSS.ELA-Literacy.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. (Gr. 6)

## **Common Core State Standards for Literacy in Science & Technical Subjects (Gr. 6-8)**

### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RST.6-8.1) Cite specific textual evidence to support analysis of science and technical texts.
- (CCSS.ELA-Literacy.RST.6-8.2) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

### **Craft and Structure**

- (CCSS.ELA-Literacy.RST.6-8.4) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RST.6-8.7) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

## Lesson 4: Take a stand!

### Reading Standards: Informational Text

#### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 8)
- (CCSS.ELA-Literacy.RI.6.2) Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (Gr. 6)
- (CCSS.ELA-Literacy.RI.8.2) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (Gr. 8)
- (CCSS.ELA-Literacy.RI.7.3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Gr. 8)

#### Craft and Structure

- (CCSS.ELA-Literacy.RI.6.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Gr. 8)
- (CCSS.ELA-Literacy.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. (Gr. 6)
- (CCSS.ELA-Literacy.RI.6.6) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Gr. 6)

#### Integration of Knowledge and Ideas

- (CCSS.ELA-Literacy.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. (Gr. 6)

- (CCSS.ELA-Literacy.RI.6.8) Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.8) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (Gr. 7)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.6.1, 7.1, 8.1) Write arguments to support claims with clear reasons and relevant evidence. (Gr. 6-8)
- (CCSS.ELA-Literacy.W.6.2, 7.2, 8.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Gr. 6-8)

### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.6.4, 7.4, 8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gr. 6-8)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.6.7) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (Gr. 6)
- (CCSS.ELA-Literacy.W.6.8) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (Gr. 6)
- (CCSS.ELA-Literacy.W.8.8) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (Gr. 8)
- (CCSS.ELA-Literacy.W.6.9, 7.9, 8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 6-8)

### **Range of Writing**

- (CCSS.ELA-Literacy.W.6.10, 7.10, 8.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Gr. 6-8)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.6.1, 7.1, 8.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (Gr. 6-8)
- (CCSS.ELA-Literacy.SL.6.2) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.2) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.2) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.3) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.3) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.3) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (Gr. 8)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.6.4) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.5) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.5) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (Gr. 7)

- (CCSS.ELA-Literacy.SL.8.5) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (Gr. 8)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.6.1, 7.1, 8.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.6.2, 7.2, 8.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 6-8)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.6.3, 7.3, 8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 6-8)

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.6.4, 7.4, 8.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.6.6, 7.6, 8.6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Gr. 6-8)

## **Common Core State Standards for Literacy in History/Social Studies (Gr. 6-8)**

### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RH.6-8.1) Cite specific textual evidence to support analysis of primary and secondary sources.
- (CCSS.ELA-Literacy.RH.6-8.2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### **Craft and Structure**

- (CCSS.ELA-Literacy.RH.6-8.4) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- (CCSS.ELA-Literacy.RH.6-8.6) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RH.6-8.7) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- (CCSS.ELA-Literacy.RH.6-8.8) Distinguish among fact, opinion, and reasoned judgment in a text.