

PAPER GROWS TREES

Grades K-3 Standards

GRADE K: COMMON CORE STATE STANDARDS FOR ELA ¹	ACTIVITY 1	ACTIVITY 2
READING: INFORMATIONAL TEXT		
<p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RI.K.7</p> <p>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).</p>	√	
WRITING		
<p>Research to Build and Present Knowledge:</p> <p>CCSS.ELA-LITERACY.W.K.8</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	√	√
SPEAKING & LISTENING		
<p>Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.K.1</p> <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.SL.K.3</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	√	√
<p>Presentation of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.SL.K.4</p> <p>Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.</p> <p>CCSS.ELA-LITERACY.SL.K.5</p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	√	√
LANGUAGE		
<p>Vocabulary Acquisition and Use:</p> <p>CCSS.ELA-LITERACY.L.K.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>CCSS.ELA-LITERACY.L.K.5.A</p> <p>Sort common objects into categories to gain a sense of the concepts the categories represent.</p>	√	√

GRADE 1: COMMON CORE STATE STANDARDS FOR ELA ¹	ACTIVITY 1	ACTIVITY 2
READING: INFORMATIONAL TEXT		
<p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>√</p> <p>√</p>	<p>√</p>
<p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>√</p>	<p>√</p>
WRITING		
<p>Research to Build and Present Knowledge:</p> <p>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.</p>	<p>√</p>	<p>√</p>
SPEAKING & LISTENING		
<p>Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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.</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>
<p>Presentation of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>√</p>	<p>√</p> <p>√</p>

LANGUAGE		
Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	√	√

GRADE 2: COMMON CORE STATE STANDARDS FOR ELA ¹	ACTIVITY 1	ACTIVITY 2
READING: 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.	√	√
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.	√	√
Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	√	
WRITING		
Research to Build and Present Knowledge: CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	√	√
SPEAKING & LISTENING		
Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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.	√	√

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 2 NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

SPEAKING & LISTENING		
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.	√	√
LANGUAGE		
Vocabulary Acquisition and Use: CCSS.ELA-LITERACY.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	√	√

GRADE 3: COMMON CORE STATE STANDARDS FOR ELA¹	ACTIVITY 1	ACTIVITY 2
READING: 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.	√	√
Craft and Structure: CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	√	√
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).	√	
WRITING		
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.	√	√

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 2 NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

SPEAKING & LISTENING		
<p>Comprehension and Collaboration:</p> <p>CCSS.ELA-LITERACY.SL.3.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	√	√
<p>Presentation of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.SL.3.4</p> <p>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.</p>	√	√
LANGUAGE		
<p>Vocabulary Acquisition and Use:</p> <p>CCSS.ELA-LITERACY.L.3.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p>	√	√

NEXT GENERATION SCIENCE STANDARDS ²	GRADES K-1 ACTIVITIES 1 & 2	GRADES 2-3 ACTIVITIES 1 & 2
<p>K-ESS3-3. Earth and Human Activity</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>	√	√
<p>ESS3.C: Human Impacts on Earth Systems</p> <p>Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p>	√	√
<p>ETS1.B: Developing Possible Solutions</p> <p>Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.</p>	√	√
<p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <p>Asking questions, making observations, and gathering information are helpful in thinking about problems.</p>	√	√