



# Reduce, Reuse, Recycle, READ



## Common Core English Language Arts Standards Alignment\*

Grade 3	
<b>Reading: Literature</b> Key Ideas and Details: CCSS.ELA-LITERACY.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
<b>Reading: Literature</b> Key Ideas and Details: CCSS.ELA-LITERACY.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Writing</b> Text Types and Purposes: CCSS.ELA-LITERACY.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>Writing</b> Text Types and Purposes: CCSS.ELA-LITERACY.W.3.3A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Grade 4	
<b>Reading: Literature</b> Key Ideas and Details: CCSS.ELA-LITERACY.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
<b>Reading: Literature</b> Key Ideas and Details: CCSS.ELA-LITERACY.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
<b>Writing</b> Text Types and Purposes: CCSS.ELA-LITERACY.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>Writing</b> Text Types and Purposes: CCSS.ELA-LITERACY.W.4.3A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

\*National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). Common Core State Standards for English Language Arts. Washington, DC: Authors.

## Common Core English Language Arts Standards Alignment\*

Grade 5	
<b>Reading: Literature</b> Key Ideas and Details: CCSS.ELA-LITERACY.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>Reading: Literature</b> Key Ideas and Details: CCSS.ELA-LITERACY.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Writing</b> Text Types and Purposes: CCSS.ELA-LITERACY.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>Writing</b> Text Types and Purposes: CCSS.ELA-LITERACY.W.5.3A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

## Next Generation Science Standards Alignment\*\*

Grade 3	
3-LS4-3 Biological Evolution: Unity and Diversity	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
3-LS-4-4 Biological Evolution: Unity and Diversity	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
Grade 4	
4-ESS3-1 Earth and Human Activity	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
Grade 5	
5-ESS3-1 Earth and Human Activity	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

\*\*NGSS Lead States. (2013). Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

## National Science Education Standards Alignment\*\*\*

<b>Grades 3-4</b>	
Life Science	<ul style="list-style-type: none"> <li>• Organisms and environments</li> </ul>
Science in Personal and Social Perspectives	<ul style="list-style-type: none"> <li>• Types of resources</li> <li>• Changes in environments</li> <li>• Science and technology in local challenges</li> </ul>
<b>Grade 5</b>	
Life Science	<ul style="list-style-type: none"> <li>• Populations and ecosystems</li> </ul>
Science in Personal and Social Perspectives	<ul style="list-style-type: none"> <li>• Populations, resources, and environments</li> <li>• Risks and benefits</li> <li>• Science and technology in society</li> </ul>

\*\*\*National Science Education Standards: Observe, Interact, Change, Learn. Washington, DC: National Academy Press, 1996.