

TAKE FLIGHT WITH  
 ILLUMINATION PRESENTS  
**MIGRATION**

**Grades 1-3 Education Standards**

Common Core State Standards English Language Arts and Math<sup>1</sup>  
 Next Generation Science Standards<sup>2</sup>

Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies<sup>3</sup>

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup>	Activity 1	Activity 2	Activity 3	Poster
<b>GRADE 1</b>				
<b>READING INFORMATIONAL TEXT</b>				
<b>Key Ideas and Details:</b>				
<b>CCSS: ELA-LITERACY.RI.1.1</b> Ask and answer questions about key details in a text.	✓	✓		✓
<b>Craft and Structure:</b>				
<b>CCSS.ELA-LITERACY.RI.1.5</b> Know and use various text features to locate key facts or information in a text.		✓		✓
<b>CCSS.ELA-LITERACY.RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		✓		✓
<b>Integration of Knowledge and Ideas:</b>				
<b>CCSS.ELA-LITERACY.RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.			✓	✓
<b>Range of Reading and Level of Text Complexity:</b>				
<b>CCSS.ELA-LITERACY.RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	✓	✓	✓	✓
<b>WRITING</b>				
<b>Production and Distribution of Writing:</b>				
<b>CCSS.ELA-LITERACY.W.1.4</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓			
<b>Research to Build and Present Knowledge:</b>				
<b>CCSS.ELA-LITERACY.W.1.7</b> Participate in shared research and writing projects.			✓	
<b>CCSS.ELA-LITERACY.W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓	

<sup>1</sup>© Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup> GRADE 1 (CONTINUED) SPEAKING AND LISTENING	Activity 1	Activity 2	Activity 3	Poster
---	------------	------------	------------	--------

**Comprehension and Collaboration:**

**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.

✓                      ✓                      ✓                      ✓

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup> GRADE 2 READING INFORMATIONAL TEXT	Activity 1	Activity 2	Activity 3	Poster
---	------------	------------	------------	--------

**Key Ideas and Details:**

**CCSS: ELA-LITERACY.RI.2.1**

Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

✓                      ✓                      ✓                      ✓

**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.

                         ✓                      ✓                      ✓

**Craft and Structure:**

**CCSS.ELA-LITERACY.RI.2.5**

Know and use various text features to locate key facts or information in a text efficiently.

                         ✓                      ✓

**CCSS.ELA-LITERACY.RI.2.6**

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

                         ✓                      ✓

**Integration of Knowledge and Ideas:**

**CCSS.ELA-LITERACY.RI.2.7**

Explain how specific images contribute to and clarify a text.

✓

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

**CCSS.ELA-LITERACY.RI.2.10**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

✓                      ✓                      ✓                      ✓

WRITING
---------

**Text Types and Purposes:**

**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

✓

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup> GRADE 2 (CONTINUED)	Activity 1	Activity 2	Activity 3	Poster
---	------------	------------	------------	--------

**WRITING**

**Production and Distribution of Writing:**

**CCSS.ELA-LITERACY.W.2.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

✓

**Research to Build and Present Knowledge:**

**CCSS.ELA-LITERACY.W.2.7**

Participate in shared research and writing projects.

✓

**CCSS.ELA-LITERACY.W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

✓

**SPEAKING AND 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.

✓

✓

✓

✓

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup> GRADE 3	Activity 1	Activity 2	Activity 3	Poster
---	------------	------------	------------	--------

**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.

✓

✓

**CCSS: ELA-LITERACY.RI.3.3**

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

✓

✓

**Craft and Structure:**

**CCSS.ELA-LITERACY.RI.3.5**

Use text features and search tools to locate information relevant to a given topic efficiently.

✓

✓

**Integration of Knowledge and Ideas:**

**CCSS.ELA-LITERACY.RI.2.7**

Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

✓

✓

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

**CCSS.ELA-LITERACY.RI.3.10**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

✓

✓

✓

✓

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup>	Activity 1	Activity 2	Activity 3	Poster
<b>GRADE 3</b>				
<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.

✓

**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.

✓

✓

✓

**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.

✓

**SPEAKING AND LISTENING**

**Comprehension and Collaboration:**

**CCSS.ELA-LITERACY.SL.3.1**

Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

✓

✓

✓

✓

<sup>1</sup>© Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

<b>NEXT GENERATION SCIENCE STANDARDS<sup>2</sup></b>				
<b>GRADE 1</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Poster</b>
<b>1-LS-2 From Molecules to Organisms: Structures and Processes</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	✓	✓	✓	✓
<b>GRADE 2</b>				
<b>2-LS4-1 Biological Evolution: Unity and Diversity</b> Make observations of plants and animals to compare the diversity of life in different habitats.	✓	✓	✓	✓
<b>GRADE 3</b>				
<b>3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</b> Construct an argument that some animals form groups that help members survive.	✓	✓	✓	✓
<b>3-LS3-2 Heredity: Inheritance and Variation of Traits</b> Use evidence to support the explanation that traits can be influenced by the environment.	✓	✓	✓	✓
<b>3-LS4-3 Biological Evolution: Unity and Diversity</b> 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.	✓		✓	✓
<b>3-ESS2-2 Earth's Systems</b> Obtain and combine information to describe climates in different regions of the world.	✓	✓		✓

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

<b>COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (CASEL) CORE COMPETENCIES<sup>3</sup></b>				
<b>GRADES 1-3</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Poster</b>
<b>Self-Awareness:</b> The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	✓			

<sup>3</sup>Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework and Core Competencies. ©2020 CASEL. All rights reserved.

## BONUS TEACHING KIT

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup> GRADE 1	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
<b>READING INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details:</b> CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	✓					
<b>Craft and Structure:</b> CCSS.ELA-LITERACY.RI.1.5 Know and use various text features to locate key facts or information in a text.	✓		✓		✓	✓
CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	✓		✓		✓	
<b>Integration of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	✓					
<b>Range of Reading and Level of Text Complexity:</b> CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.						✓
<b>WRITING</b>						
<b>Text Types and Purposes:</b> CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.						✓
CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				✓		
<b>Production and Distribution of Writing:</b> CCSS.ELA-LITERACY.W.1.4 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				✓		✓
<b>Research to Build and Present Knowledge:</b> CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects.			✓			✓
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.			✓			✓

<sup>1</sup>© Copyright 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup>	Activity	Activity	Activity	Activity	Activity	Activity
GRADE 2	1	2	3	4	5	6
<b>READING INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details:</b>	✓					
CCSS: ELA-LITERACY.RI.2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						
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.	✓					
<b>Craft and Structure:</b>	✓		✓		✓	✓
CCSS.ELA-LITERACY.RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.						
CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			✓		✓	
<b>Integration of Knowledge and Ideas:</b>	✓					
CCSS.ELA-LITERACY.RI.2.7 Explain how specific images contribute to and clarify a text.						
<b>Range of Reading and Level of Text Complexity:</b>						✓
CCSS.ELA-LITERACY.RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
<b>WRITING</b>						
<b>Text Types and Purposes:</b>						✓
CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.						
CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.				✓		
<b>Production and Distribution of Writing:</b>				✓		✓
CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.						
<b>Research to Build and Present Knowledge:</b>			✓			✓
CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects.						

ENGLISH LANGUAGE ARTS STANDARDS <sup>1</sup> GRADE 3	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
<b>READING INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details:</b>	✓					
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.						
CCSS: ELA-LITERACY.RI.3.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	✓					
<b>Craft and Structure:</b>	✓		✓		✓	✓
CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.						
<b>Integration of Knowledge and Ideas:</b>	✓					
CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.						
CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text.				✓		
<b>Range of Reading and Level of Text Complexity:</b>						✓
CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						
<b>WRITING</b>						
<b>Text Types and Purposes:</b>						✓
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						
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>Production and Distribution of Writing:</b>			✓	✓		✓
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.						
<b>Research to Build and Present Knowledge:</b>			✓			✓
CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.						
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.			✓	✓		✓



MATH STANDARDS <sup>1</sup> GRADE 1	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
<b>Number and Operations in Base 10</b> <b>Use place value understanding and properties of operations to add and subtract.</b> CCSS.MATH.CONTENT.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		✓				
<b>MEASUREMENT AND DATA</b> <b>Represent and interpret data.</b> CCSS.MATH.CONTENT.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		✓	✓			

MATH STANDARDS <sup>1</sup> GRADE 2	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
<b>OPERATIONS AND ALGEBRAIC THINKING</b> <b>Represent and solve problems involving addition and subtraction.</b> CCSS.MATH.CONTENT.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.		✓				
<b>Number and Operations in Base 10</b> <b>Use place value understanding and properties of operations to add and subtract.</b> CCSS.MATH.CONTENT.2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		✓				
<b>MEASUREMENT AND DATA</b> <b>Represent and interpret data.</b> CCSS.MATH.CONTENT.2.MD.D.10 Solve a simple put-together, take-apart, and compare problems using information presented in a bar graph.		✓	✓			

<b>MATH STANDARDS<sup>1</sup></b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>
<b>GRADE 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>OPERATIONS AND ALGEBRAIC THINKING</b>		✓				
<b>Solve problems involving the four operations and identify and explain patterns in arithmetic.</b>						
CCSS.MATH.CONTENT.3.OA.D.8						
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.						
<b>Number and Operations in Base 10</b>		✓				
<b>Use place value understanding and properties of operations to add and subtract.</b>						
CCSS.MATH.CONTENT.3.NBT.A.2						
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.						
<b>Measurement and Data</b>		✓	✓			
<b>Represent and interpret data.</b>						
CCSS.MATH.CONTENT.3.MD.B.3						
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.						

<b>NEXT GENERATION SCIENCE STANDARDS<sup>2</sup></b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>	<b>Activity</b>
<b>GRADE 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>1-LS-2 From Molecules to Organisms: Structures and Processes</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.			✓			
<b>K-2-ETS1-3 Engineering Design</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.					✓	
<b>GRADE 2</b>						
<b>2-LS4-1 Biological Evolution: Unity and Diversity</b> Make observations of plants and animals to compare the diversity of life in different habitats.	✓		✓			
<b>K-2-ETS1-3 Engineering Design</b> Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.				✓		
<b>GRADE 3</b>						
<b>3-LS2-1 Ecosystems: Interactions, Energy, and Dynamics</b> Construct an argument that some animals form groups that help members survive.	✓	✓		✓	✓	
<b>3-LS3-2 Heredity: Inheritance and Variation of Traits</b> Use evidence to support the explanation that traits can be influenced by the environment.	✓				✓	
<b>3-ESS2-2 Earth's Systems</b> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.			✓			
<b>3-5-ETS1-1 Engineering Design</b> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.				✓		

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