

# GRADE 1 SCIENCE

Grade Level Expectation	PLT activities
<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b>	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1)	1-The Shape of Things 2-Get in Touch with Trees 4-Sounds Around 13-We All Need Trees 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 36-Pollution Search 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies 77-Trees in Trouble
2. Pose questions that can be answered by using students' own observations and scientific knowledge (SI-E-A1)	1-The Shape of Things 2-Get in Touch with Trees 4-Sounds Around 13-We All Need Trees 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 36-Pollution Search 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies 77-Trees in Trouble
3. Predict and anticipate possible outcomes (SI-E-A2)	4-Sounds Around 24-Nature's Recyclers 41-How Plants Grow 43-Have Seeds Will Travel 61-The Closer You Look 65-Bursting Buds
4. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2)	4-Sounds Around 24-Nature's Recyclers 41-How Plants Grow

	<p>43-Have Seeds Will Travel  61-The Closer You Look  65-Bursting Buds  77-Trees in Trouble</p>
<p>5. Use the five senses to describe observations (SI-E-A3)</p>	<p>1-The Shape of Things  2-Get in Touch with Trees  4-Sounds Around  20-Environmental Exchange Box  21-Adopt a Tree  22-Trees as Habitats  36-Pollution Search  43-Have Seeds Will Travel  46-Schoolyard Safari  47-Are Vacant Lots Vacant?  61-The Closer You Look  64-Looking at Leaves  65-Bursting Buds  70-Soil Stories  76-Tree Cookies</p>
<p>6. Measure and record length and temperature in both metric system and U.S. system units (SI-E-A4)</p>	<p>4-Sounds Around  24-Nature's Recyclers  41-How Plants Grow  43-Have Seeds, Will Travel</p>
<p>7. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (SI-E-A4)</p>	<p>1-The Shape of Things  4-Sounds Around  20-Environmental Exchange Box  21-Adopt a Tree  22-Trees as Habitats  24-Nature's Recyclers  41-How Plants Grow  43-Have Seeds Will Travel  46-Schoolyard Safari  47-Are Vacant Lots Vacant?  61-The Closer You Look  64-Looking at Leaves  65-Bursting Buds  70-Soil Stories  76-Tree Cookies</p>
<p>8. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4)</p>	<p>1-The Shape of Things  4-Sounds Around  13-We All Need Trees  21-Adopt a Tree  22-Trees as Habitats  24-Nature's Recyclers  31-Plant a Tree  36-Pollution Search  41-How Plants Grow  43-Have Seeds Will Travel  46-Schoolyard Safari  61-The Closer You Look  64-Looking at Leaves  65-Bursting Buds  70-Soil Stories  76-Tree Cookies</p>
<p>9. Use a variety of appropriate formats to describe procedures and to express ideas about</p>	<p>4-Sounds Around  13-We All Need Trees</p>

demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6)	21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 76-Tree Cookies
10. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)	1-The Shape of Things 2-Get in Touch with Trees 4-Sounds Around 13-We All Need Trees 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories
<b>Understanding Scientific Inquiry</b>	
11. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)	1-The Shape of Things 2-Get in Touch with Trees 4-Sounds Around 13-We All Need Trees 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies
12. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)	4-Sounds Around 13-We All Need Trees 32-A Forest of Many Uses 36-Pollution Search 39-Energy Search
<b>Physical Science</b> <b>Properties of Objects and Materials</b>	
13. Sort a group of objects by using multiple characteristics (PS-E-A1)	2-Get in Touch with Trees 6-Picture This!

	13-We All Need Trees 16-Pass the Plants Please 43-Have Seeds Will Travel 64-Looking at Leaves
14. Order objects by weight/mass (PS-E-A1)	
15. Measure length and width of a variety of objects and materials by using nonstandard tools, such as a paper clip, cube, shoe, and hands (PS-E-A2)	16-Pass the Plants Please 41-How Plants Grow 47-Are Vacant Lots Vacant? 67-How Big is Your Tree? 76-Tree Cookies
16. Observe and describe common properties of solids, liquids, and gases (PS-E-A4)	
17. Sort and classify objects by their state of matter (PS-E-A4)	
<b>Forms of Energy</b>	
18. Demonstrate how sound is made in a variety of ways (e.g., singing, whispering, striking an object) (PS-E-C1)	4-Sounds Around
19. Describe and demonstrate the volume of sound (e.g., soft, loud) (PS-E-C1)	4-Sounds Around
20. Use a flashlight and various objects and materials to determine if light is transmitted or reflected (PS-E-C2)	
21. Demonstrate that light can be reflected onto another object by using a mirror (PS-E-C2)	
22. Identify some examples where heat is released (e.g., burning candles, rubbing hands, running) (PS-E-C3)	39-Energy Sleuths
23. Identify materials attracted by magnets (PS-E-C5)	
24. Determine, through experimentation, which poles of magnets are attracted to each other and which poles repel each other (PS-E-C5)	
25. Discuss what type of energy makes objects work (e.g., car/gasoline, waterwheel/water, lamp/electricity) (PS-E-C6) (PS-E-C7)	39-Energy Sleuths
<b>Life Science</b> <b>Characteristics of Organisms</b>	
26. Describe the differences between plants and animals (LS-E-A1)	6-Picture This! 8-The Forest of S.T. Shrew 22-Trees as Habitats 27-Every Tree for Itself 62-To Be a Tree 63-Tree Factory
27. Identify what animals and plants need to grow and develop (LS-E-A1)	6-Picture This! 8-The Forest of S.T. Shrew 16-Pass the Plants Please 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 25-Birds and Worms 27-Every Tree for Itself 31-Plant a Tree 41-How Plants Grow 62-To Be a Tree

	63-Tree Factory 76-Tree Cookies 77-Trees in Trouble 79-Tree Lifecycle
28. Describe the characteristics of <i>living (biotic)</i> and <i>nonliving (abiotic)</i> things (LS-E-A2)	6-Picture This! 8-The Forest of S.T. Shrew 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 27-Every Tree for Itself 41-How Plants Grow 48-Field, Forest, and Stream 77-Trees in Trouble 79-Tree Lifecycle
29. Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles) (LS-E-A3)	
<b>Life Cycles of Organisms</b>	
30. Record and share observations of changes in developing plants (LS-E-B1)	21-Adopt a Tree 22-Trees as Habitats 31-Plant a Tree 41-How Plants Grow 76-Tree Cookies 77-Trees in Trouble 79-Tree Lifecycle
31. Describe how animals and their offspring are similar and how they are different (LS-E-B3)	
<b>Organisms and Their Environments</b>	
32. Describe features of some animals that benefit them in their environments (LS-E-C1)	3-Peppermint Beetle 8-The Forest of S.T. Shrew 24-Nature's Recyclers 25-Birds and Worms
33. Explain how pets' needs are met in their habitats (LS-E-C1)	
34. Record evidence of plants and animals in the schoolyard or other environments (LS-E-C2)	21-Adopt a Tree 22-Trees as Habitats 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 77-Trees in Trouble
<b>Earth and Space Science</b>	
<b>Properties of Earth Materials</b>	
35. Examine soils to determine that they are often found in layers (ESS-E-A1)	70-Soil Stories
36. Locate and compare the relative proportions of land and water found on Earth (ESS-E-A2)	
37. Illustrate how water changes from one form to another (e.g., freezing, melting, evaporating) (ESS-E-A3)	
38. Compare weather patterns as they relate to seasonal changes in students' immediate environment (ESS-E-A4)	27-Every Tree for Itself 78-Signs of Fall
39. Identify the characteristics of soil, according to color, texture, and components, including <i>living (biotic)</i> and <i>nonliving (abiotic)</i> substances (ESS-E-A6)	27-Every Tree for Itself 70-Soil Stories

## GRADE 1 SOCIAL STUDIES

Grade level expectation	PLT Activities
<b>Geography</b>	
The World in Spatial Terms	
1. Identify and use simple map symbols and key/legend (G-1A-E1)	4-Sounds Around 53-On the Move 55-Planning the Ideal Community
2. Interpret a simple chart (G-1A-E1)	16-Pass the Plants Please 25-Birds and Worms 30-Three Cheers for Trees 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream
3. Describe a map as a representation of a place (G-1A-E1)	4-Sounds Around 55-Planning the Ideal Community
4. Locate places on the school campus and describe their relative location (G-1A-E2)	3-Peppermint Beetle 4-Sounds Around
5. Create simple maps to identify the relative location of places in the school and community (G-1A-E3)	4-Sounds Around 55-Planning the Ideal Community
<b>Places and Regions</b>	
6. Identify Earth's various physical features (e.g., oceans, islands, mountains, rivers) (G-1B-E1)	
7. Identify human features in the local region such as farms, cities, buildings, and roads (G-1B-E3)	21-Adopt a Tree 53-On the Move 95-Did You Notice?
8. Identify English as the major language of the United States and recognize that there are secondary languages in some areas of the country (G-1B-E4)	
<b>Physical and Human Systems</b>	
9. Describe how seasons affect the local community (G-1C-E1)	27-Every Tree for Itself 78-Signs of Fall
10. Identify and compare differences in land use (e.g., rural and city settlements) (G-1C-E2)	20-Environmental Exchange Box 32-A Forest of Many Uses 54-I'd Like to Visit a Place Where... 55-Planning the Ideal Community 95-Did You Notice?
11. Identify and compare basic elements of culture (e.g., food, music, celebrations) (G-1C-E4)	16-Pass the Plants Please 18-Tale of the Sun 20-Environmental Exchange Box 78-Signs of Fall
12. Identify the types of economic activities in which family members participate (G-1C-E5)	
13. Identify by name the town, parish, state, and country in which the student lives (G-1C-E6)	
<b>Environment and Society</b>	
14. Identify the basic human needs of food, clothing, and shelter (G-1D-E1)	13-We All Need Trees 16-Pass the Plants Please 30-Three Cheers for Trees 32-A Forest of Many Uses 53-On the Move 54-I'd Like to Visit a Place Where...

	55-Planning the Ideal Community
15. Identify various types of human shelters and describe building materials used for construction (G-1D-E2)	
<b>Civics</b> <b>Structure and Purposes of Government</b>	
16. Identify school rules and the persons responsible for making and enforcing them (C-1A-E1)	
17. Explain the necessity of establishing leadership and order at school (C-1A-E2)	
18. Identify and recognize the current president of the United States (C-1A-E5)	
19. Explain the process of voting using classroom issues (C-1A-E6)	
20. Propose rules and consequences for a given situation and explain why the rules would be important (C-1A-E7)	87-Earth Manners
<b>Foundations of the American Political System</b>	
21. Discuss the importance of sharing responsibilities at home, class, and school (C-1B-E2)	36-Pollution Search 47-Are Vacant Lots Vacant? 54-I'd Like to Visit a Place Where... 55-Planning the Ideal Community 81-Living with Fire 87-Earth Manners
<b>Roles of the Citizen</b>	
22. Define the meaning of the term <i>classroom citizen</i> (C-1D-E1)	
23. Identify patriotic songs and American symbols (C-1D-E4)	
24. Identify ways to participate in public service within school or community (e.g., volunteer, donations, parent organizations) (C-1D-E5)	4-Sounds Around 21-Adopt a Tree 31-Plant a Tree 36-Pollution Search 54-I'd Like to Visit a Place Where... 55-Planning the Ideal Community 77-Trees in Trouble 81-Living with Fire 87-Earth Manners 95-Did You Notice?
<b>Economics</b> <b>Fundamental Economic Concepts</b>	
25. Identify the difference between basic human needs and wants (E-1A-E3)	13-We All Need Trees 32-A Forest of Many Uses 39-Energy Sleuths
26. Identify a personal example of how the cost of an item affects whether or not it can be purchased (E-1A-E4)	
27. Describe how the individual is a consumer (E-1A-E5)	
28. Identify simple descriptions of the work people do and the names of related jobs in the community (E-1A-E7)	32-A Forest of Many Uses 51-Make Your Own Paper 55-Planning the Ideal Community
29. Explain why people in a school and community have different jobs (E-1A-E7)	32-A Forest of Many Uses 55-Planning the Ideal Community

30. Describe skills the student can do well (e.g., personal, physical, academic) (E-1A-E8)	
31. Describe the benefits of a voluntary exchange (E-1A-E11)	
<b>History</b> <b>Historical Thinking Skills</b>	
32. Use words to describe time (past, present, future) (H-1A-E1)	76-Tree Cookies 95-Did You Notice?
33. Identify similarities and differences in families over time (e.g., structure, roles of women, men, and children) (H-1A-E2)	95-Did You Notice?
34. Create a primary source of personal information (e.g., autobiography, journal/diary) (H-1A-E3)	76-Tree Cookies 95-Did You Notice?
<b>Families and Communities</b>	
35. Identify transportation methods of the local community in the past (H-1B-E2)	53-On the Move 95-Did You Notice?

**GRADE 1 MATH**

Grade level expectations	PLT activities
<b>Number and Number Relations</b>	
1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)	
2. Read and write numerals to 100 (N-1-E)	
3. Write number words for 0 to 19 (N-1-E) (N-3-E)	
4. Use ordinal numbers through 31 <sup>st</sup> as they relate to the calendar (N-1-E)	25-Birds and Worms
5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)	
6. Use region models and sets of objects to demonstrate understanding of the concept of halves (N-1-E)	16-Pass the Plants Please
7. Identify quarters, half-dollars, and their values (N-1-E) (N-2-E) (M-1-E)	
8. Find the value of a set of coins up to \$1.00, using one denomination of coin (N-2-E) (N-6-E) (M-1-E) (M-5-E)	
9. Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)	27-Every Tree for Itself
10. Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers (N-3-E) (A-1-E)	
11. From a given number between 1 and 100, count forward and backward (N-3-E)	
12. Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles $\pm$ 1, then 10s facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E)	

13. Recognize and apply addition and subtraction as inverse operations (N-4-E)	
14. Add and subtract 2-digit numbers using manipulatives (N-4-E) (N-7-E)	
15. Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E)	16-Pass the Plants Please
16. Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)	
<b>Algebra</b>	
17. Use the equal sign (=) to express the relationship of equality (A-1-E)	
18. Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)	
19. Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E)	
<b>Measurement</b>	
20. Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E)	21-Adopt a Tree 41-How Plants Grow 48-Field, Forest, and Stream 67-How Big is Your Tree? 77-Trees in Trouble
21. Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E)	
22. Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E)	21-Adopt a Tree
23. Compare the measure of objects to benchmarks (e.g., the width of a child's thumb is about a centimeter, the weight of a loaf of bread is about a pound, and the mass of a textbook is about a kilogram) (M-2-E)	21-Adopt a Tree 41-How Plants Grow 48-Field, Forest, and Stream 67-How Big is Your Tree? 77-Trees in Trouble
24. Measure capacity using cups (M-2-E) (M-3-E) (M-1-E)	16-Pass the Plants Please
25. Identify the thermometer as a tool for measuring temperature (M-2-E)	48-Field, Forest, and Stream
<b>Geometry</b>	
26. Compare, contrast, name, and describe attributes (e.g., corner, side, straight, curved, number of sides) of shapes using concrete models [circle, rectangle (including square), rhombus, triangle] (G-1-E) (G-2-E) (G-4-E)	1-The Shape of Things
27. Connect the informal language used for 3-dimensional shapes to their proper mathematical name (e.g., a ball is a sphere, a box is a rectangular prism, a can is a cylinder) (G-2-E)	
28. Determine if a shape has a line of symmetry by folding (G-2-E)	1-The Shape of Things
29. Visualize, predict, and create new shapes	

by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E)	
30. Identify congruent shapes (i.e., same size and shape) in a variety of positions and orientations (G-3-E) (G-2-E)	1-The Shape of Things
31. Draw line segments (G-5-E)	
<b>Data Analysis, Probability, and Discrete Math</b>	
32. Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)	16-Pass the Plants, Please 22-Trees as Habitats 25-Birds and Worms 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 53-On the Move
33. Determine whether an object satisfies a simple logical classification rule (e.g., belongs and does not belong) (D-1-E)	
34. Appropriately use basic probability vocabulary (e.g., more likely to happen/less likely to happen, always/never, same as) (D-5-E)	
<b>Patterns, Relations, and Functions</b>	
35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E)	
36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)	

## GRADE 1 LANGUAGE ARTS

Grade level expectation	PLT Activities
<b>Reading and Responding</b>	
<p><b>Standard 1:</b></p> <p>1. Demonstrate understanding of phonemic awareness by: creating and stating a series of rhyming words, including consonant blends; distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words; distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the <i>a</i> is short in <i>ran</i> and long in <i>make</i>); segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print; adding, deleting, or substituting sounds (phonemes) to create new words (ELA-1-E1)</p>	
<p>2. Demonstrate understanding of phonics by: decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one</p>	

letter, diphthongs, consonant blends, <i>r</i> -controlled vowels, and long vowels spelled with more than one letter, including silent <i>e</i> ; reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns; identifying and reading words from common word families; recognizing base words and their inflectional forms (e.g. suffixes, <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-est</i> , <i>-er</i> ); reading high-frequency, grade-appropriate nonphonetic words with automaticity) (ELA-1-E1)	
3.Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)	
4.Identify grade-appropriate compound words in print (ELA-1-E1)	
5.Identify grade-appropriate contractions (e.g., <i>isn't</i> , <i>can't</i> , <i>don't</i> ) (ELA-1-E1)	
6.Identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1)	
7.Give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2)	
8.Identify the author and the illustrator of a book (ELA-1-E2)	22-Trees as Habitats 36-Pollution Search
9.Identify that the first sentence of a paragraph is indented (ELA-1-E2)	
10.Identify table of contents in a book (ELA-1-E3)	
11.Demonstrate ability to read and follow two-step written directions (ELA-1-E3)	16-Pass the Plants Please 31-Plant a Tree
12.Identify story elements, including: speaker or narrator, setting, characters, plot, problems and solutions (ELA-1-E4)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
13.Identify literary devices, including dialogue (ELA-1-E4)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
14.Retell a story's beginning, middle, and end (ELA-1-E5)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
15.Retell important facts from informational text (ELA-1-E5)	13-We All Need Trees 39-Energy Sleuths
16.Compare the similarities/differences between events in a story and events in life (ELA-1-E6)	4-Sounds Around 8-The Forest of S.T. Shrew

	18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
17. Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners
18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)	
<b>Standard 6:</b>	
19. Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)	4-Sounds Around 18-The Tale of the Sun 78-Signs of Fall 87-Earth Manners
20. Explain the difference between a fable and a fairy tale (ELA-6-E2)	
21. Distinguish between a poem, a fable, and a fairy tale (ELA-6-E3)	4-Sounds Around
<b>Standard 7:</b>	
22. Demonstrate understanding of information in texts using a variety of strategies, including: identifying the main idea and some details in a text; after finishing a story, discuss predictions made during reading to determine whether they were reasonable; making simple inferences about characters and events; resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)	
24. Identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
25. Apply basic reasoning skills, including: identifying simple causes and effects in stories; telling differences between reality and fantasy in texts; formulating questions beginning with <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> about texts read independently (ELA-7-E4)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
<b>Writing Standard 2:</b>	
26. Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)	18-Tale of the Sun

27. Use specific action and descriptive words when writing a story, description, or narration (e.g., <i>stomped</i> instead of <i>walked</i> and <i>magnificent</i> instead of <i>big</i> ) for a specific purpose and/or audience (ELA-2-E2)	
28. Participate in group writing activities and processes, including: using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing; planning for writing by completing a partially completed graphic organizer; writing a first draft of a story, letter, or description using complete sentences; conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper; revising/editing own writing in first draft; creating individual and class-written texts for publication (ELA-2-E3)	20-Environmental Exchange Box 21-Adopt a Tree
29. Independently write a variety of grade-appropriate compositions, including: simple letters, notes, and stories; simple informational descriptions; simple rhymes and poems (ELA-2-E4)	5-Poet-Tree 20-Environmental Exchange Box 21-Adopt a Tree
30. Use literary devices including dialogue and sensory details in shared writing activities (ELA-2-E5)	
31. Write for various purposes, including: responses that include simple judgments about stories and texts; responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)	
<b>Writing/Proofreading</b>	
<b>Standard 3:</b>	
32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)	
33. Use standard English punctuation, including: correctly writing common contractions such as <i>isn't</i> , <i>we'll</i> and <i>I'd</i> ; periods, exclamation points, and question marks at the end of sentences; commas to separate words in a series (ELA-3-E2)	20-Environmental Exchange Box 21-Adopt a Tree 54-I'd Like to Visit a Place Where...
34. Capitalize the first word of a sentence, names of people, the pronoun <i>I</i> , and the names of months and days (ELA-3-E2)	20-Environmental Exchange Box 21-Adopt a Tree 54-I'd Like to Visit a Place Where...
35. Use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3)	20-Environmental Exchange Box 21-Adopt a Tree 54-I'd Like to Visit a Place Where...
36. Identify and use a subject and a verb when writing a complete sentence (ELA-3-E3)	
37. Distinguish between a complete and an incomplete sentence (ELA-3-E3)	
38. Identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3)	
39. Identify and use knowledge of parts of speech, including: basic singular and plural nouns, pronouns, verbs;	

common conjunctions such as <i>and</i> , <i>but</i> , and <i>because</i> ; simple transitional words including <i>first</i> , <i>second</i> , and <i>finally</i> (ELA-3-E4)	
40. Spell grade-appropriate words, including: one-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds; high-frequency, grade-level words including words with irregular spellings, such as <i>was</i> , <i>were</i> , <i>says</i> , <i>said</i> , <i>who</i> , <i>what</i> , and <i>why</i> (ELA-3-E5)	
41. Create phonetically spelled written work that can be read by the writer and others (ELA-3-E5)	
42. Spell unfamiliar words using various phonics strategies, including: segmenting; sounding out; matching familiar words and word parts; using word walls and word banks (ELA-3-E5)	
43. Use a beginner's dictionary to verify correct spelling (ELA-3-E5)	
44. Alphabetize to the first letter (ELA-3-E5)	
<b>Speaking and Listening</b>	
<b>Standard 4:</b>	
45. Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)	6-Picture This! 79-Tree Lifecycle
46. Follow classroom procedures (e.g., organizing materials) according to teacher directions (ELA-4-E2)	
47. Give or explain directions for simple processes (e.g., explaining an assignment) to classmates (ELA-4-E2)	16-Pass the Plants Please
48. Ask questions to clarify directions and/or classroom routines. (ELA-4-E2)	16-Pass the Plants Please
49. Retell stories with the following included: sequential order using vocabulary from the story; descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
50. Recite parts of familiar literature to the class (ELA-4-E4)	
51. Give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4)	95-Did You Notice?
52. Give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4)	6-Picture This!
53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5)	4-Sounds Around 6-Picture This! 8-The Forest of S.T. Shrew 13-We All Need Trees 95-Did You Notice?
54. Listen and orally respond to information presented in a variety of media, such as audio and video recordings (ELA-4-E6)	95-Did You Notice?
55. Maintain the topic of conversation with a	16-Pass the Plants Please

classmate (ELA-4-E7)	31-Plant a Tree 55-Planning the Ideal Community
56.Engage in discussions about classroom procedures and rules (ELA-4-E7)	16-Pass the Plants Please 31-Plant a Tree
<b>Information Resources</b>	
<b>Standard 5:</b>	
57.Locate information using the organization features of various media, including: the keyboard to enter information on a computer; a picture dictionary (ELA-5-E1)	20-Envrionmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 62-To Be a Tree 79-Tree Lifecycle
58.Use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2)	39-Energy Sleuths 55-Planning the Ideal Community 95-Did You Notice?
59.Record data through pictures or words (ELA-5-E3)	1-The Shape of Things 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 39-Energy Sleuths 78-Signs of Fall
60.Use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3)	13-We All Need Trees 16-Pass the Plants Please
61.Use technology to publish class work such as research questions and answers (ELA-5-E4)	20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 62-To Be a Tree 79-Tree Lifecycle 95-Did You Notice?
62.Locate and read information on simple charts and graphs (ELA-5-E6)	13-We All Need Trees 16-Pass the Plants Please 76-Tree Cookies