

GRADE 4 SCIENCE

Grade Level Expectation	PLT activities
SCEINCE AS INQUIRY	
The Abilities to do Scientific Inquiry	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1)	4-Sounds Around 9-Planet Diversity 11-Can It Be Real? 20-Environmental Exchange Box 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 61-The Closer You Look 64-Looking at Leaves 70-Soil Stories 76-Tree Cookies 78-Signs of Fall
2. Pose questions that can be answered by using students’ own observations, scientific knowledge, and testable scientific investigations (SI-E-A1)	4-Sounds Around 41-How Plants Grow 42-Sunlight and Shades of Green 70-Soil Stories 77-Trees in Trouble
3. Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2)	4-Sounds Around 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories 77-Trees in Trouble
4. Predict and anticipate possible outcomes (SI-E-A2)	4-Sounds Around 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories
5. Identify variables to ensure that only one experimental variable is tested at a time (SI-E-	4-Sounds Around 41-How Plants Grow

A2)	42-Sunlight and Shades of Green 70-Soil Stories 77-Trees in Trouble
6. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2)	4-Sounds Around 23-The Fallen Log 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories
7. Use the five senses to describe observations (SI-E-A3)	4-Sounds Around 23-The Fallen Log 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 48-Field, Forest, Stream 61-The Closer You Look 70-Soil Stories
8. Measure and record length, temperature, mass, volume, and area in both metric system and U.S. system units (SI-E-A4)	9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies
9. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4)	9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature's Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies 77-Trees in Trouble
10. 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)	4-Sounds Around 9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature's Recyclers

	<p>41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>11. Combine information, data, and knowledge from one or more of the science content areas to reach a conclusion or make a prediction (SI-E-A5)</p>	<p>4-Sounds Around 9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>12. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6)</p>	<p>9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>13. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)</p>	<p>9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>Understanding Scientific Inquiry</p>	
<p>14. Identify questions that need to be explained through further inquiry (SI-E-B1)</p>	<p>4-Sounds Around 9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers</p>

	<p>41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>15. Distinguish between what is known and what is unknown in scientific investigations (SI-E-B1)</p>	<p>4-Sounds Around 9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 77-Trees in Trouble</p>
<p>16. Select the best experimental design to answer a given testable question (SI-E-B2)</p>	<p>4-Sounds Around 41-How Plants Grow 42-Sunlight and Shades of Green 70-Soil Stories 77-Trees in Trouble</p>
<p>17. 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)</p>	<p>9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies</p>
<p>18. Base explanations and logical inferences on scientific knowledge, observations, and scientific evidence (SI-E-B4)</p>	<p>4-Sounds Around 9-Planet Diversity 21-Adopt a Tree 23-The Fallen Log 24-Nature’s Recyclers 41-How Plants Grow 42-Sunlight and Shades of Green 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories 76-Tree Cookies 77-Trees in Trouble</p>

19. Describe procedures and communicate data in a manner that allows others to understand and repeat an investigation or experiment (SI-E-B5)	4-Sounds Around 41-How Plants Grow 42-Sunlight and Shades of Green 70-Soil Stories
20. Determine whether further investigations are needed to draw valid conclusions (SI-E-B6)	4-Sounds Around 41-How Plants Grow 42-Sunlight and Shades of Green 70-Soil Stories 77-Trees in Trouble
21. Use evidence from previous investigations to ask additional questions and to initiate further explorations (SI-E-B6)	4-Sounds Around 41-How Plants Grow 42-Sunlight and Shades of Green 70-Soil Stories
22. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)	4-Sounds Around 21-Adopt a Tree 23-The Fallen Log 24-Nature's Recyclers 41-How Plants Grow 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest, Stream 70-Soil Stories
PHYSICAL SCIENCE	
Properties of Objects and Materials	
23. Determine linear, volume, and weight/mass measurements by using both metric system and U.S. system units to compare the results (PS-E-A2)	16-Pass the Plants Please 21-Adopt a Tree 38- Every Drop Counts 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest, and Stream 53-On the Move 66-Germinating Giants 67-How Big is Your Tree? 70-Soil Stories 73-Waste Watchers
24. Illustrate how heating/cooling affects the motion of small particles in different phases of matter (PS-E-A4)	81-Living With Fire
25. Describe various methods to separate mixtures (e.g., evaporation, condensation, filtration, magnetism) (PS-E-A5)	
Position and Motion of Objects	
26. Measure, record, and graph changes in position over time (e.g., speed of cars, ball rolling down inclined plane) (PS-E-B3)	
27. Describe how the amount of force needed to cause an object to change its motion depends on the mass of the object (PS-E-B4)	

Forms of Energy	
28. Explain the relationship between volume (amplitude) of sound and energy required to produce the sound (PS-E-C1)	4-Sounds Around
29. Compare the rates at which sound travels through solids, liquids, and gases (PS-E-C1)	4-Sounds Around
30. Explain the relationship between frequency (rate of vibration) and pitch (PS-E-C1)	
31. Diagram what happens to white light as it passes through a prism (PS-E-C2)	
32. Describe how light bends or refracts when traveling through various materials (e.g., pencil in a glass of water) (PS-E-C2)	
33. Describe how heat energy moves through a material by conduction (PS-E-C3)	39-Energy Sleuths
34. Give examples of ways heat can be generated through friction (e.g., rubbing hands) (PS-E-C3)	
35. Give examples of ways heat can be produced by conversion from other sources of energy (PS-E-C3)	39-Energy Sleuths 73-Waste Watchers
36. Test and classify materials as <i>conductors</i> and <i>insulators</i> of electricity (PS-E-C4)	
37. Demonstrate how a complete circuit is needed for conducting electricity (PS-E-C4)	
38. Explain the effects of Earth's gravity on all objects at or near the surface of Earth (PS-E-C5)	
39. Describe energy transformations (e.g., electricity to light, friction to heat) (PS-E-C6)	39-Energy Sleuths 73-Waste Watchers
LIFE SCIENCE	
Characteristics of Organisms	
40. Explain the functions of plant structures in relation to their ability to make food through photosynthesis (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3)	2-Get in Touch with Trees 11-Can It Be Real? 21-Adopt a Tree 27-Every Tree for Itself 28-Air Plants 41-How Plants Grow 42-Sunlight and Shades of Green 61-The Closer You Look 62-To Be a Tree 63-Tree Factory 64-Looking at Leaves 65-Bursting Buds 68-Name That Tree 76-Tree Cookies
41. Describe how parts of animals' bodies are related to their functions and survival (e.g., wings/flying, webbed feet/swimming) (LS-E-	7-Habitat Pen Pals 10-Charting Diversity 11-Can It Be Real?

A3)	24-Nature's Recyclers 25-Birds and Worms 49-Tropical Treehouse 88-Life on the Edge
42. Describe how the organs of the circulatory and respiratory systems function (LS-E-A5)	
43. Explain the primary role of carbohydrates, fats, and proteins in the body (LS-E-A6)	11-Pass the Plants Please
44. Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins) (LS-E-A6)	11-Pass the Plants Please
Life cycles of organisms	
45. Identify reproductive structures in plants and describe the functions of each (LS-E-B1)	11-Can It Be Real? 21-Adopt a Tree 43-Have Seeds, Will Travel 66-Germinating Giants
46. Describe how some plants can be grown from a plant part instead of a seed (LS-E-B1)	11-Can It Be Real? 21-Adopt a Tree 43-Have Seeds, Will Travel 65-Bursting Buds
47. Sequence stages in the life cycles of various organisms, including seed plants (LS-E-B1)	43-Have Seeds, Will Travel 66-Germinating Giants 79-Tree Lifecycle
48. Classify examples of plants and animals based on a variety of criteria (LS-E-B2)	6-Picture This 10-Charting Diversity 43-Have Seeds, Will Travel 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 61-The Closer You Look 65-Bursting Buds 68-Name That Tree
49. Compare similarities and differences between parents and offspring in plants and animals (LS-E-B3)	45-Web of Life 66-Germinating Giants
Organisms and their environments	
50. Explain how some organisms in a given habitat compete for the same resources (LS-E-C1)	7-Habitat Pen Pals 22-Trees as Habitats 23-The Fallen Log 25-Birds and Worms 27-Every Tree for Itself 41-How Plants Grow 45-Web of Life 47-Are Vacant Lots Vacant? 49-Tropical Treehouse 80-Nothing Succeeds Like Succession 88-Life on the Edge
51. Describe how organisms can modify their environment to meet their needs (e.g., beavers)	11-Can It Be Real? 22-Trees as Habitats

making dams) (LS-E-C1)	24-Nature's Recyclers
52. Describe how some plants and animals have adapted to their habitats (LS-E-C2)	7-Habitat Pen Pals 8-The Forest of S. T. Shrew 10-Charting Diversity 11-Can It Be Real? 22-Trees as Habitats 23-The Fallen Log 26-Dynamic Duos 43-Have Seeds, Will Travel 48-Field, Forest and Stream 49-Tropical Treehouse 61-The Closer You Look 65-Bursting Buds 68-Name That Tree 88-Life on the Edge
53. Identify the habitat in which selected organisms would most likely live and explain how specific structures help organisms to survive (LS-E-C2)	6-Picture This 10-Charting Diversity 11-Can It Be Real? 26-Dynamic Duos 43-Have Seeds, Will Travel 45-Web of Life 49-Tropical Treehouse 88-Life on the Edge
54. Describe the effect of sudden increases or decreases of one group of organisms upon other organisms in the environment (LS-E-C3)	7-Habitat Pen Pals 9-Planet Diversity 24-Nature's Recyclers 25-Birds and Worms 26-Dynamic Duos 45-Web of Life 76-Tree Cookies 88-Life on the Edge
EARTH AND SPACE SCIENCE	
Properties of Earth materials	
55. Recognize that sedimentary rocks are composed of particles that result from weathering and erosion (e.g., sandstones, conglomerates) (ESS-E-A1)	44-Water Wonders
56. Investigate the properties of soil (e.g., color, texture, capacity to retain water, ability to support plant growth) (ESS-E-A1)	70-Soil Stories
57. Explain how unequal heating of Earth's land and water affects climate and weather by using a model (ESS-E-A2)	84-The Global Climate
58. Draw, label, and explain the components of a water cycle (ESS-E-A3)	44-Water Wonders
59. Measure, chart, and predict the weather using various instruments (e.g., thermometer, barometer, anemometer) (ESS-E-A4)	

60. Identify various types of weather-related natural hazards and effects (e.g., lightning, storms) (ESS-E-A4)	
61. Identify safety measures applicable to natural hazards (ESS-E-A4)	88-Living With Fire
62. Classify rocks and minerals according to texture, color, luster, hardness, and effervescence (ESS-E-A5)	
63. Demonstrate and explain how Earth's surface is changed as a result of slow and rapid processes (e.g., sand dunes, canyons, volcanoes, earthquakes) (ESS-E-A5) (ESS-E-A1)	
Objects in the Sky	
64. Describe and sequence the phases of the Moon and eclipses (ESS-E-B2)	
65. Compare a solar and a lunar eclipse (ESS-E-B2)	
66. Diagram the movement of the Moon around Earth and the movement of Earth around the Sun (ESS-E-B2)	
67. Explain the changing appearance of the Moon and its location in the sky over the course of a month (ESS-E-B3)	
68. Identify the relationship between Earth's tilt and revolution and the seasons (ESS-E-B4)	78-Signs of Fall
69. Explain how technology has improved our knowledge of the universe (e.g., Hubble telescope, space stations, lunar exploration) (ESS-E-B6)	
Science and the environment	
70. Design an ecosystem that includes <i>living (biotic)</i> and <i>nonliving (abiotic)</i> components and illustrates interdependence (SE-E-A1)	9-Planet Diversity 30-Three Cheers for Trees 48-Field, Forest and Stream 80-Nothing Succeeds Like Succession
71. Describe and explain food chains/webs and the directional flow of energy in various ecosystems (e.g., construct a model, drawing, diagram, graphic organizer) (SE-E-A2)	23-The Fallen Log 24-Nature's Recyclers 45-Web of Life 79-Tree Lifecycle
72. Predict and describe consequences of the removal of one component in a balanced ecosystem (e.g., consumer, herbivores, nonliving component) (SE-E-A2)	23-The Fallen Log 24-Nature's Recyclers 30-Three Cheers for Trees 45-Web of Life 49-Tropical Treehouse 79-Tree Lifecycle 89-Trees for Many Reasons

GRADE 4 SOCIAL STUDIES

Grade Level Expectation	PLT activities
GEOGRAPHY	
World in Spatial Terms	
1. Interpret different kinds of maps using a map key/legend, compass rose, cardinal and intermediate directions, and distance scale (G-1A-E1)	4-Sounds Around 55-Planning the Ideal Community
2. Use a variety of images or other spatial graphics (e.g., aerial photographs, satellite images) to locate major physical and human characteristics (G-1A-E1)	40-Then and Now 54-I'd Like to Visit a Place Where... 55-Planning the Ideal Community 95-Did You Notice?
3. Locate and label places on a map or globe: the seven continents, the United States and its major land forms, major bodies of water and waterways, referring to the poles, the equator, latitude, longitude and meridians (G-1A-E2)	49-Tropical Treehouse
4. Identify all U.S. states by shapes and position on map (G-1A-E2)	
5. Draw, complete, and add features to a map (including such map elements as a title, compass rose, legend, and scale), based on given information G-1A-E3)	55-Planning the Ideal Community
Places and Regions	
6. Describe and compare the distinguishing characteristics of various land forms, bodies of water, climates, and forms of vegetation in the United States (G-1B-E1)	30-Three Cheers for Trees
7. Identify the best place for human settlement based on a map showing physical characteristics of an area (G-1B-E1)	55-Planning the Ideal Community
8. Explain physical and human developments in a region of the United States since it was first settled based on given information (G-1B-E3)	95-Did You Notice?
9. Identify, define, and compare regions of the United States using physical and human characteristics (e.g., land forms and use, cultural diversity) (G-1B-E4)	
Physical and Human Systems	
10. Identify physical processes that change Earth's surface and create physical features suddenly or over time (e.g., what physical processes created the Grand Canyon, the Great Lakes, the Hawaiian Islands) (G-1C-E1)	30-Three Cheers for Trees 44-Water Wonders
11. Identify geographical/physical reasons for regional variations that influence patterns of settlement and land use in the United States and the world, past and present (G-1C-E2)	75-Tipi Talk
12. Describe characteristics of the human population in a given area (e.g., cultural diversity, population size or growth) (G-1C-E3)	54-I'd Like to Visit a Place Where... 75-Tipi Talk 89-Trees for Many Reasons 95-Did You Notice
13. Explain and compare the cultural identities of	95-Did You Notice

various U.S. regions and how a region is influenced by past events and the heritage of its people (G-1C-E4)	75-Tipi Talk
14. Locate economic activities that use natural resources in the local region, state, and nation and describe the importance of the activities to these areas (G-1C-E5)	13-We All Need Trees 14-Renewable or Not 16-Pass the Plants, Please 20-Environmental Exchange Box 32-A Forest of Many Uses 38-Every Drop Counts 39-Energy Sleuths 54-I'd Like to Visit a Place Where... 75-Tipi Talk 82-Resource Go Round 89-Trees for Many Reasons
15. Differentiate between countries, states, parishes, and cities (G-1C-E6)	
Environment and Society	
16. Identify ways in which people in the United States depend upon and modify the physical environment (G-1D-E1)	13-We All Need Trees 14-Renewable or Not 16-Pass the Plants, Please 32-A Forest of Many Uses 38-Every Drop Counts 75-Tipi Talk 82-Resource Go Round
17. Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment (G-1D-E3)	81-Living With Fire
18. Describe the importance of specific natural resources to human survival and human endeavors (G-1D-E4)	13-We All Need Trees 14-Renewable or Not 16-Pass the Plants, Please 20-Environmental Exchange Box 30-Three Cheers for Trees 32-A Forest of Many Uses 34-Who Works in this Forest? 38-Every Drop Counts 54-I'd Like to Visit a Place Where... 75-Tipi Talk 82-Resource Go Round 89-Trees for Many Reasons
19. Describe the use, distribution, and importance of natural resources in different regions of the United States using geographic tools such as maps (G-1D-E4)	13-We All Need Trees 14-Renewable or Not 16-Pass the Plants, Please 20-Environmental Exchange Box 32-A Forest of Many Uses 38-Every Drop Counts 75-Tipi Talk 82-Resource Go Round
CIVICS	

Structure and Purpose of government	
20. Identify the necessity or basic purposes of government in such terms as establishing order, providing security, managing conflict, and providing services (C-1A-E2)	55-Planning the Ideal Community 58-There Ought to be a Law
21. Distinguish between <i>limited government</i> and <i>unlimited government</i> (C-1A-E3)	55-Planning the Ideal Community 58-There Ought to be a Law
22. Explain the role of government and the rights of citizens (C-1A-E3)	55-Planning the Ideal Community 58-There Ought to be a Law
23. Identify the three branches of the federal government and describe their major responsibilities (C-1A-E4)	
24. Identify key government positions at the national level, their respective powers, and limits on their powers (C-1A-E5)	
25. Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels (C-1A-E6)	
26. Identify the purpose and importance of a rule or a law (C-1A-E7)	55-Planning the Ideal Community 58-There Ought to be a Law
Foundations of the American Political System	
27. Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights (e.g., basic freedoms) (C-1B-E1)	
28. Explain the similarities between the Louisiana and U.S. Constitutions (C-1B-E1)	
International Relationships	
29. Explain the concept of <i>nation</i> with reference to countries, governments, and peoples (C-1C-E1)	
30. Identify ways nations interact and why interactions are important (e.g., treaties, diplomacy) (C-1C-E1)	14-Renewable or Not
31. Identify the United Nations and its role in international peace keeping (C-1C-E1)	
Roles of Citizens	
32. Identify the means by which individuals become U.S. citizens (C-1D-E1)	
33. Identify the rights and responsibilities of citizenship in making the nation a better place to live (C-1D-E2)	55-Planning the Ideal Community 58-There Ought to be a Law
34. Discuss civic traits of <i>good citizenship</i> that are important to the preservation and improvement of American constitutional democracy, using an excerpt from a speech, address, or essay which illustrates those traits (C-1D-E3) (C-1D-E4)	
35. Identify a national issue and describe how good citizenship can help solve the problem (C-1D-E5)	55-Planning the Ideal Community 58-There Ought to be a Law
ECONOMICS	
Fundamental Economic Concepts	
36. Demonstrate that limited resources necessitate choices and decisions (E-1A-E1)	14-Renewable or Not 32-A Forest of Many Uses

	<p>34-Who Works in This Forest? 38-Every Drop Counts 39-Energy Sleuths 73-Waste Watchers 82-Resource Go Round</p>
<p>37. Explain the factors, including trade-offs, involved in a choice or decision (e.g., discuss the choices and decisions involved in developing a personal budget) (E-1A-E4)</p>	<p>14-Renewable or Not 32-A Forest of Many Uses 38-Every Drop Counts 39-Energy Sleuths 73-Waste Watchers 82-Resource Go Round 89-Trees for Many Reasons</p>
<p>38. Identify the four basic questions all producers must answer (i.e., What will be produced? How will it be produced? For whom will it be produced? How much will be produced?) (E-1A-E5)</p>	<p>73-Waste Watchers 82-Resource Go Round</p>
<p>39. Describe the combination of natural, human, and capital resources needed to produce a given good (e.g., a candy bar) or given service (e.g., recycling paper) (E-1A-E6)</p>	<p>14-Renewable or Not 34-Who Works in This Forest? 39-Energy Sleuths 51-Make Your Own Paper 73-Waste Watchers 82-Resource Go Round</p>
<p>40. Define some effects of division of labor and specialization in a given context, such as a simple assembly line (e.g., greater labor productivity/output per hour) (E-1A-E7)</p>	<p>51-Make Your Own Paper 63-Tree Factory 82-Resource Go Round</p>
<p>41. Describe the benefits of increasing one's skill/knowledge and various ways to do so (E-1A-E8)</p>	<p>34-Who Works in This Forest? 55-Planning the Ideal Community</p>
<p>42. Describe the basic concept of a <i>market</i> (e.g., exchange of goods/services between buyers and sellers) and identify ways of transporting goods (E-1A-E9)</p>	<p>15-A Few of my Favorite Things 53-On the Move 55-Planning the Ideal Community</p>
<p>43. Identify the roles of banks, governments, businesses, and households in the economy (E-1A-E10)</p>	
<p>44. Identify the relationship between money, writing checks, and credit cards (E-1A-E11)</p>	
<p>45. Explain why people engage in voluntary exchange/barter/direct trading (E-1A-E11)</p>	<p>14-Renewable or Not</p>
<p>Individuals, Households, Businesses and Governments</p>	
<p>46. Describe how supply and demand affect the price of a good or service in a given situation (E-1B-E1)</p>	<p>14-Renewable or Not 39-Energy Sleuths 73-Waste Watchers 82-Resource Go Round</p>
<p>47. Explain how a rise or fall in prices affects personal, family, and government budgets (E-1B-E2)</p>	
<p>48. Identify the terms <i>profit</i> and <i>risk</i> and give examples of risk that businesses take to make a</p>	<p>14-Renewable or Not 39-Energy Sleuths</p>

profit (E-1B-E3)	73-Waste Watchers 82-Resource Go Round
49. Define <i>tax</i> and explain how government pays for goods and services through taxes and fees (E-1B-E4)	
HISTORY	
Historical Thinking Skills	
50. Interpret data presented in a timeline or construct a historical timeline (e.g., events in history, historical figure's life and accomplishments) (H-1A-E1)	76-Tree Cookies
51. Compare how a person today might view an issue or event differently from a person living in an earlier time (H-1A-E2)	40-Then and Now 95-Did You Notice?
52. Describe the point of view of an historical figure or group, drawing on given stimulus material (e.g., views expressed in the "I Have a Dream" speech) (H-1A-E2)	90-Native Ways
53. Interpret historical information in a map, table, or graph (H-1A-E3)	
54. Compare and contrast primary and secondary sources (H-1A-E3)	40-Then and Now 95-Did You Notice?
Families and Communities	
55. Describe beliefs, customs, and traditions of family life in the past and present (H-1B-E1)	40-Then and Now 95-Did You Notice?
Louisiana and United States History	
56. Identify and describe major early explorers and explorations in North America (H-1C-E1)	
57. Identify leaders and their influence in the early development of America (H-1C-E1)	
58. Describe the importance of events and ideas significant to our nation's development (H-1C-E1)	
59. Identify a document/speech/address significant to the development of the nation from an excerpt (e.g., Preamble to the U.S. Constitution), and identify the author/speaker of a particular document/speech/address (H-1C-E1)	
60. Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement) (H-1C-E2)	
61. Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America (H-1C-E3) (G-1C-E3)	
62. Identify and explain cultural elements that have contributed to our national heritage (H-1C-E4)	75-Tipi Talk 90-Native Ways
World History	
63. Identify how dance, music, and arts of various cultures around the world reflect the history, daily life, and beliefs of the people (H-1D-E1)	18-Tale of the Sun
64. Identify significant historical achievements of various cultures of the world (e.g., building of the pyramids, founding of the Olympics) (H-1D-E1)	

65. Identify and describe inventions that have affected people's lives or altered their view of the world (H-1D-E2)	
66. Identify the chronological order of major scientific or technological advancements (H-1D-E2)	
67. Identify important historic figures from around the world and explain the impact of their contributions (e.g., Galileo, Madame Curie, Guttenberg) (H-1D-E3)	

GRADE 4 MATH

Grade Level Expectations	PLT activities
NUMBERS AND NUMBER RELATIONS	
1. Read and write place value in word, standard, and expanded form through 1,000,000 (N-1-E)	
2. Read, write, compare, and order whole numbers using place value concepts, standard notation, and models through 1,000,000 (N-1-E) (N-3-E) (A-1-E)	14-Renewable or Not 27-Every Tree for Itself 28-Air Plants 38-Every Drop Counts 48-Field, Forest and Stream 53-On the Move 70-Soil Stories
3. Illustrate with manipulatives when a number is divisible by 2, 3, 5, or 10 (N-1-E)	
4. Know all basic facts for multiplication and division through 12×12 and $144 \div 12$, and recognize factors of composite numbers less than 50 (N-1-E) (N-6-E) (N-7-E)	
5. Read, write, and relate decimals through hundredths and connect them with corresponding decimal fractions (N-1-E)	16-Pass the Plants Please 28-Air Plants 38-Every Drop Counts 73-Waste Watchers
6. Model, read, write, compare, order, and represent fractions with denominators through twelfths using region and set models (N-1-E) (A-1-E)	
7. Give decimal equivalents of halves, fourths, and tenths (N-2-E) (N-1-E)	
8. Use common equivalent reference points for percents (i.e., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1 whole) (N-2-E)	
9. Estimate fractional amounts through twelfths, using pictures, models, and diagrams (N-2-E)	
10. Solve multiplication and division number sentences including interpreting remainders (N-4-E) (A-3-E)	16-Pass the Plants Please 73-Waste Watchers
11. Multiply 3-digit by 1-digit numbers, 2-digit by	12-Invasive Species

2-digit numbers, and divide 3-digit numbers by 1-digit numbers, with and without remainders (N-6-E) (N-7-E)	28-Air Plants 38-Every Drop Counts 73-Waste Watchers
12. Count money, determine change, and solve simple word problems involving money amounts using decimal notation (N-6-E) (N-9-E) (M-1-E) (M-5-E)	
13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E)	16-Pass the Plants, Please 14-Renewable or Not 21-Adopt a Tree 28-Air Plants 37-Reduce, Recycle, Reuse 38-Every Drop Counts 73-Waste Watchers
14. Solve real-life problems, including those in which some information is not given (N-9-E)	16-Pass the Plants, Please 14-Renewable or Not 21-Adopt a Tree 28-Air Plants 37-Reduce, Recycle, Reuse 38-Every Drop Counts 73-Waste Watchers
ALGEBRA	
15. Write number sentences or formulas containing a variable to represent real-life problems (A-1-E)	28-Air Plants 38-Every Drop Counts 66-Germinating Giants 73-Waste Watchers
16. Write a related story problem for a given algebraic sentence (A-1-E)	
17. Use manipulatives to represent the distributive property of multiplication over addition to explain multiplying numbers (A-1-E) (A-2-E)	
18. Identify and create true/false and open/closed number sentences (A-2-E)	
19. Solve one-step equations with whole number solutions (A-2-E) (N-4-E)	28-Air Plants 38-Every Drop Counts 66-Germinating Giants 73-Waste Watchers
MEASUREMENT	
20. Measure length to the nearest quarter-inch and mm (M-2-E) (M-1-E)	21-Adopt a Tree 41-How Plants Grow 47-Are Vacant Lots Vacant? 67-How Big is Your Tree
21. Describe the concept of volume, and measure volume using cubic in. and cubic cm and capacity using fl. oz. and ml (M-2-E) (M-3-E)	16-Pass the Plants Please 28-Air Plants 37-Reduce, Recycle, Reuse 38-Every Drop Counts 41-How Plants Grow
22. Select and use the appropriate standard units of measure, abbreviations, and tools to measure	4-Sounds Around 16-Pass the Plants Please

length and perimeter (i.e., in., cm, ft., yd., mile, m, km), area (i.e., square inch, square foot, square centimeter), capacity (i.e., fl. oz., cup, pt., qt., gal., l, ml), weight/mass (i.e., oz., lb., g, kg, ton), and volume (i.e., cubic cm, cubic in.) (M-2-E) (M-1-E)	21-Adopt a Tree 28-Air Plants 38-Every Drop Counts 41-How Plants Grow 48-Field, Forest and Stream 66-Germinating Giants 67-How Big is Your Tree
23. Set up, solve, and interpret elapsed time problems (M-2-E) (M-5-E)	38-Every Drop Counts 41-How Plants Grow 53-On the Move
24. Recognize the attributes to be measured in a real-life situation (M-2-E) (M-5-E)	4-Sounds Around 16-Pass the Plants Please 21-Adopt a Tree 28-Air Plants 38-Every Drop Counts 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 53-On the Move 66-Germinating Giants 67-How Big is Your Tree
25. Use estimates and measurements to calculate perimeter and area of rectangular objects (including squares) in U.S. (including square feet) and metric units (M-3-E)	27-Every Tree for Itself 28-Air Plants 47-Are Vacant Lots Vacant? 69-Forest for the Trees 80-Nothing Succeeds Like Succession
26. Estimate the area of an irregular shape drawn on a unit grid (M-3-E)	
27. Use unit conversions within the same system to solve real-life problems (e.g., 60 sec. = 1 min., 12 objects = 1 dozen, 12 in. = 1 ft., 100 cm = 1 m, 1 pt. = 2 cups) (M-4-E) (N-2-E) (M-5-E)	16-Pass the Plants Please 21-Adopt a Tree 28-Air Plants 38-Every Drop Counts 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 53-On the Move 66-Germinating Giants 67-How Big is Your Tree
GEOMETRY	
28. Identify the top, bottom, or side view of a given 3-dimensional object (G-1-E) (G-3-E)	
29. Identify, describe the properties of, and draw circles and polygons (triangle, quadrilateral, parallelogram, trapezoid, rectangle, square, rhombus, pentagon, hexagon, octagon, and decagon) (G-2-E)	
30. Make and test predictions regarding transformations (i.e., slides, flips, and turns) of plane geometric shapes (G-3-E)	

31. Identify, manipulate, and predict the results of rotations of 90, 180, 270, and 360 degrees on a given figure (G-3-E)	
32. Draw, identify, and classify angles that are acute, right, and obtuse (G-5-E) (G-1-E)	
33. Specify locations of points in the first quadrant of coordinate systems and describe paths on maps (G-6-E)	4-Sounds Around
DATA ANALYSIS, PROBABILITY AND DISCRETE MATH	
34. Summarize information and relationships revealed by patterns or trends in a graph, and use the information to make predictions (D-1-E)	4-Sounds Around 14-Renewable Or Not 25-Birds And Worms 27-Every Tree For Itself 28-Air Plants 38- Every Drop Counts 41-How Plants Grow 53-On the Move 69-Forest for the Trees 73-Waste Watchers
35. Find and interpret the meaning of mean, mode, and median of a small set of numbers (using concrete objects) when the answer is a whole number (D-1-E)	
36. Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends (D-2-E) (D-1-E)	4-Sounds Around 16-Pass The Plants Please 14-Renewable Or Not 22-Trees As Habitats 25-Birds And Worms 27-Every Tree For Itself 28-Air Plants 38- Every Drop Counts 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 53-On the Move 69-Forest for the Trees 70-Soil Stories 73-Waste Watchers
37. Determine which type of graph best represents a given set of discrete data (D-2-E) (D-1-E)	4-Sounds Around 16-Pass The Plants Please 14-Renewable Or Not 22-Trees As Habitats 25-Birds And Worms 27-Every Tree For Itself 28-Air Plants 38- Every Drop Counts 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream

	53-On the Move 69-Forest for the Trees 70-Soil Stories 73-Waste Watchers
38. Solve problems involving simple deductive reasoning (D-3-E)	
39. Use lists, tables, and tree diagrams to generate and record all possible combinations for 2 sets of 3 or fewer objects (e.g., combinations of pants and shirts, days and games) and for given experiments (D-3-E) (D-4-E)	
40. Determine the total number of possible outcomes for a given experiment using lists, tables, and tree diagrams (e.g., spinning a spinner, tossing 2 coins) (D-4-E) (D-5-E)	
41. Apply appropriate probabilistic reasoning in real-life contexts using games and other activities (e.g., examining fair and unfair situations) (D-5-E) (D-6-E)	
PATTERNS, FUNCTIONS AND RELATIONS	
42. Find and describe patterns resulting from operations involving even and odd numbers (such as even + even = even) (P-1-E)	
43. Identify missing elements in a number pattern (P-1-E)	
44. Represent the relationship in an input-output situation using a simple equation, graph, table, or word description (P-2-E)	

GRADE 4 LANGUAGE ARTS

Grade level expectations	PLT activities
Reading and Responding	
<i>Standard 1:</i>	
1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1)	
2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)	
3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)	
4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)	
5. Identify a variety of story elements, including: the impact of setting on character, multiple conflicts, first- and third-person points of view and development of theme (ELA-1-E4)	4-Sounds Around 18-Tale of the Sun 36-Pollution Search 78-Signs of Fall

	87-Earth Manners 89-Trees for Many Reasons
6. Identify literary devices, including metaphor and hyperbole (ELA-1-E4)	4-Sounds Around 18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons
7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)	4-Sounds Around 8-Forest of S. T. Shrew 18-Tale of the Sun 26-Dynamic Duos 34-Who Works in This Forest? 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)	4-Sounds Around 8-Forest of S. T. Shrew 18-Tale of the Sun 26-Dynamic Duos 34-Who Works in This Forest? 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7)	
10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)	
Standard 6:	
11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)	4-Sounds Around 18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2)	4-Sounds Around 5-Poet Tree 8-Forest of S. T. Shrew 18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
13. Identify and explain the defining	4-Sounds Around

characteristics of various types of literature, including the myth and the legend (ELA-6-E3)	5-Poet Tree 8-Forest of S. T. Shrew 18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
Standard 7:	
14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as: sequencing events and steps in a process; explaining how the setting impacts other story elements, including the characters' traits and actions; using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations; confirming or denying a prediction about information in a text; comparing and contrasting story elements or information within and across texts; identifying stated main ideas and supporting details; making simple inferences (ELA-7-E1)	4-Sounds Around 5-Poet Tree 8-Forest of S. T. Shrew 13-We All Need Trees 16-Pass the Plants Please 18-Tale of the Sun 31-Plant a Tree 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
15. Justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2)	
16. Distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3)	4-Sounds Around 5-Poet Tree 8-Forest of S. T. Shrew 13-We All Need Trees 16-Pass the Plants Please 18-Tale of the Sun 31-Plant a Tree 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
17. Explain in oral or written responses how an author's life and times are reflected in a text (ELA-7-E3)	4-Sounds Around 18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
18. Explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)	4-Sounds Around 18-Tale of the Sun 26-Dynamic Duos 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways
19. Demonstrate understanding of information in	4-Sounds Around

grade-appropriate texts using a variety of strategies (ELA-7-E4)	<p>5-Poet Tree 8-Forest of S. T. Shrew 13-We All Need Trees 16-Pass the Plants Please 18-Tale of the Sun 26-Dynamic Duos 31-Plant a Tree 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 90-Native Ways</p>
Writing <i>Standard 2:</i>	
20. Write compositions of at least three paragraphs organized with the following: a clearly stated central idea, an introduction and a conclusion, a middle developed with supporting details, a logical, sequential order and transitional words and phrases that unify points and ideas (ELA-2-E1)	<p>7-Habitat Pen Pals 39-Energy Sleuths 40-Then and Now 49-Tropical Treehouse 54-I'd Like to Visit a Place Where... 61-The Closer You Look 73-Waste Watchers</p>
21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1)	<p>7-Habitat Pen Pals 39-Energy Sleuths 40-Then and Now 49-Tropical Treehouse 54-I'd Like to Visit a Place Where... 61-The Closer You Look 73-Waste Watchers</p>
22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2)	<p>5-Poet Tree 7-Habitat Pen Pals' 11-Can It Be Real? 20-Environmental Exchange Box 26-Dynamic Duos 39-Energy Sleuths 40-Then and Now 54-I'd Like to Visit a Place Where... 73-Waste Watchers</p>
23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following: selecting topic and form; prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers); drafting; conferencing with peers and teachers; revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics); proofreading/editing; publishing using available technology (ELA-2-E3)	<p>7-Habitat Pen Pals 10-Charting Diversity 20-Environmental Exchange Box 39-Energy Sleuths 40-Then and Now 45-Web of Life 49-Tropical Treehouse 54-I'd Like to Visit a Place Where... 73-Waste Watchers 88-Life on the Edge</p>
24. Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and	<p>7-Habitat Pen Pals 10-Charting Diversity 39-Energy Sleuths</p>

persuasion), emphasizing narration and description (ELA-2-E4)	40-Then and Now 45-Web of Life 54-I'd Like to Visit a Place Where... 73-Waste Watchers 88-Life on the Edge
25. Use a variety of literary devices, including hyperbole and metaphor, in compositions (ELA-2-E5)	7-Habitat Pen Pals 54-I'd Like to Visit a Place Where...
26. Write for various purposes (ELA-2-E6)	5-Poet Tree 7- Habitat Pen Pals 10-Charting Diversity 11-Can It Be Real? 15-A Few of My Favorite Things 18-Tale of the Sun 26-Dynamic Duos 39-Energy Sleuths 40-Then and Now 45-Web of Life 54-I'd Like to Visit a Place Where... 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge
Writing/Proofreading Standard 3:	
27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1)	
28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)	5-Poet Tree 7- Habitat Pen Pals 10-Charting Diversity 11-Can It Be Real? 15-A Few of My Favorite Things 18-Tale of the Sun 39-Energy Sleuths 40-Then and Now 45-Web of Life 49-Tropical Treehouse 54-I'd Like to Visit a Place Where... 61-The Closer You Look 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge
29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs (ELA-3-E2)	7- Habitat Pen Pals 11-Can It Be Real? 18-Tale of the Sun 40-Then and Now 54-I'd Like to Visit a Place Where...
30. Write using standard English structure and usage, including: using active and passive voices of verbs and avoiding writing with sentence fragments	5-Poet Tree 7- Habitat Pen Pals 10-Charting Diversity

and run-on sentences (ELA-3-E3)	11-Can It Be Real? 15-A Few of My Favorite Things 18-Tale of the Sun 39-Energy Sleuths 40-Then and Now 45-Web of Life 54-I'd Like to Visit a Place Where... 61-The Closer You Look 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge
31. Apply knowledge of parts of speech in writing (ELA-3-E4)	5-Poet Tree 7- Habitat Pen Pals 10-Charting Diversity 11-Can It Be Real? 15-A Few of My Favorite Things 18-Tale of the Sun 39-Energy Sleuths 40-Then and Now 45-Web of Life 49-Tropical Treehouse 54-I'd Like to Visit a Place Where... 61-The Closer You Look 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge
32. Use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5)	5-Poet Tree 7- Habitat Pen Pals 10-Charting Diversity 11-Can It Be Real? 15-A Few of My Favorite Things 18-Tale of the Sun 39-Energy Sleuths 40-Then and Now 45-Web of Life 54-I'd Like to Visit a Place Where... 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge
33. Alphabetize to the fourth and fifth letters (ELA-3-E5)	
Speaking and Listening	
Standard 4:	
34. Adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1)	9-Planet Diversity 11-Can It be Real? 30-Three Cheers for Trees 40-Then and Now 88-Life on the Edge
35. Interpret, follow, and give multi-step directions (ELA-4-E2)	16-Pass the Plants, Please 30-Three Cheers for Trees 31-Plant a Tree
36. Deliver presentations (ELA-4-E4)	9-Planet Diversity

	<p>11-Can It be Real? 30-Three Cheers for Trees 40-Then and Now 88-Life on the Edge</p>
<p>37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)</p>	<p>8-Forest of S.T. Shrew 13-We All Need Trees 30-Three Cheers for Trees 34-Who Works in this Forest? 55-Planning the Ideal Community</p>
<p>38. Adjust speaking content according to the needs of the audience (ELA-4-E5)</p>	<p>9-Planet Diversity 11-Can It be Real? 30-Three Cheers for Trees 40-Then and Now 88-Life on the Edge</p>
<p>39. Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print (ELA-4-E6)</p>	<p>5-Poet Tree 7-Habitat Pen Pals 11-Can It Be Real?</p>
<p>40. Identify the effectiveness and dynamics of group process and cooperative learning (ELA-4-E7)</p>	<p>64-Looking at Leaves</p>
<p>Information Resources <i>Standard 5:</i></p>	
<p>41. Locate information using organizational features of a variety of resources (ELA-5-E1)</p>	<p>7-Habitat Pen Pals 10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge</p>
<p>42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1)</p>	<p>7-Habitat Pen Pals 10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge 95-Did You Notice?</p>
<p>43. Evaluate the usefulness of information selected from multiple sources, including: library and online databases, electronic reference works, Internet information, community and government data, interviews, experiments, and surveys (ELA-5-E2)</p>	<p>7-Habitat Pen Pals 10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge 95-Did You Notice?</p>
<p>44. Use keywords and phrases to take notes from</p>	<p>7-Habitat Pen Pals</p>

<p>oral, written, and electronic media sources (ELA-5-E3)</p>	<p>10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge</p>
<p>45. Paraphrase or summarize information from a variety of sources (ELA-5-E3)</p>	<p>7-Habitat Pen Pals 10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 20-Environmental Exchange Box 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge 95-Did You Notice?</p>
<p>46. Construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)</p>	<p>7-Habitat Pen Pals 10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge</p>
<p>47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4)</p>	<p>7-Habitat Pen Pals 10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge</p>
<p>48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format (ELA-5-E5)</p>	<p>7-Habitat Pen Pals 10-Charting Diversity 11-Can it be Real? 15-A Few of My Favorite Things 39-Energy Sleuths 45-Web of Life 73-Waste Watchers 82-Resource Go Round 88-Life on the Edge</p>
<p>49. Define <i>plagiarism</i> (ELA-5-E5)</p>	
<p>50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6)</p>	<p>4- Sounds Around 10-Charting Diversity 22-Trees as Habitats 25-Birds and Worms 30-Three Cheers for Trees</p>

	53-On the Move 55-Planning the Ideal Community 73-Waste Watchers 77-Tree Cookies 80-Nothing Succeeds Like Succession 81-Living With Fire 82-Resource Go Round 95-Did You Notice?
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