

Gardening for Grades

Correlation with Florida Standards, Next Generation Science Standards and National Family and Consumer Science Standards

Listed as they appear in the *Gardening for Grades* book

It All Begins With Soil

Standards Met At a Glance:	
Next Generation Science Standards	4-ESS2-1, 5-PS1-1, 5-PS1-3, 5-LS2-1, 5-ESS2-1, MS-LS2-3, MS-LS2-2, MS-ESS2-1
English/Language Arts	4. W.1.3, 4.W.2.4, 4.W.3.7, 4.W.3.8, 5.W.3.7, 6.W.3.7, 68.WHST.1.2, 68.WHST.3.7, 4.SL.2.4, 5.SL.1.1, 5.SL.2.4, 6.SL.1.1, 6.SL.2.4, 7.SL.1.1, 7.SL.2.4, 8.SL.1.1, 8.SL.2.4.
Common Core Mathematics Practices	MP.2, MP.4, MP.5

Standards Met	
Next Generation Science Standards	
4-ESS2-1	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.(4-E-SS2-a, 4-ESS-1-a)
5-PS1-1	Develop a model to describe that matter is made of particles too small to be seen.
5-PS1-3	Make observations and measurements to identify materials based on their properties.
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
MS-ESS2-1	Develop a model to describe the cycling of Earth’s materials and the flow of energy that drives this process.
English Language Arts – Writing	
LAFS.4.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.4.W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and

	refocusing the inquiry when appropriate.
English Language Arts – Writing: Text Types and Purposes	
LAFS.68.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
English Language Arts - Speaking and Listening	
LAFS.4.SL.2.4 LAFS.5.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5-8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6-8.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Common Core Mathematics Practices	
MP.2	Reason abstractly and quantitatively. (5-PS1-1),(5-PS1-2),(5-PS1-3)
MP.4	Model with mathematics. (5-PS1-1),(5-PS1-2),(5-PS1-3)
MP.5	Use appropriate tools strategically. (4-ESS2-1) (PS1-2),(PS1-3)

We're the Producers!

Standards Met At a Glance:	
Next Generation Science Standards	4-LS1-1, 5-LS1-1, 5-LS2-1, 5-ESS2-1, MS-LS1-6, MS-LS1-7, MS-ESS2-4
English/Language Arts	6.RI.3.7, 3.W.1.2, 3.W.1.3, 3.W.3.8, 4.W.1.2, 4.W.1.3, 4.W.3.8, 5.W.1.2, 5.W.3.8, 6.W.1.2, 6.W.1.3, 7.W.1.2, 7.W.1.3, 8.W.1.2, 8.W.1.3, 3.SL.2.4, 4.SL.2.4, 5.SL.2.4, 6.SL.2.4, 7.SL.2.4, 8.SL.2.4, 68.WHST.1.2, 68.WHST.2.4

Standards Met	
Next Generation Science Standards	
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS1-1)
5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
MS-LS1-7	Develop a model to describe how food is rearranged through chemical reactions

	forming new molecules that support growth and/or release energy as this matter moves through an organism.
MS-ESS2-4	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
English Language Arts – Reading: Informational Text	
LACC.6.RI.3.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
English Language Arts – Writing	
LAFS.3-8.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.3-8.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.3-5.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.
LAFS.68.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LAFS.68.WHST.1.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
English Language Arts - Speaking and Listening	
LAFS.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.8.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Yo Seeds, Wake Up!

Standards Met At a Glance:	
Next Generation Science Standards	K-LS1-1, K-ESS3-1, 1-LS1-1, 2-LS2-1, 3-LS1-1, 3-LS3-2, 4-LS1-1
English/Language Arts	4.RI.3.7, K.W.1.2, 1.W.1.2, 1.W.3.7, 1.W.3.8, 2.W.1.2, 2.W.1.7, 2.W.1.8, 3.W.1.2, 3.W.3.8, 4.W.1.2, 4.W.3.8, K.SL.2.5, 1.SL.1.1
Mathematics	K.MD.1.2, 1.OA.1.1, 1.MD.3.4,

Standards Met	
Next Generation Science Standards	
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
2-LS2-1	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
English Language Arts – Reading: Informational Text	
LAFS.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
English Language Arts – Writing	
LAFS.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2),(K-ESS3-3)
LAFS.1.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.
LAFS.1.W.3.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS1-1),(1-LS3-1)
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)
LAFS.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.1.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1),(2-LS4-1)
LAFS.2.W.1.8	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.3.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.3.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.
LAFS.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

English Language Arts - Speaking and Listening	
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)
LAFS.1.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.
Mathematics Standards	
MAFS.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-LS1-1)
MAFS.1.OA.1.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (1-ESS1-2)
MAFS.1.MD.3.4	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. (1-ESS1-2)

Plan It, Map It

Standards Met At a Glance:	
Next Generation Science Standards	K-LS1-1, K-ESS3-1, K-ESS2-1, K-PS, 3-11-LS1-1, 3-LS1-1, 5-LS2-1, 5-ESS2-1, 3-5-ETS1-1, 3-5-ETS1-2, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3
English/Language Arts	RI.4.7, W.K.2, W.1.8, W.2.7, W.2.8, W.4.8, W.5.7, W.5.8, 68.WHST.3.7, 68.RST.1.3, 68.RST.3.7, SL.K.5, SL.1.1, SL.5.1, SL.6.1, SL.7.1, SL.7.4, SL.7.5
Mathematics	K.MD.1.2, 1.OA.1.1, 1.MD.3.4, 2.OA.1.1, 2. MD.1.1, 2. MD.1.2, 2. MD.1.3, 3.MD.3.6, 3.MD.3.7, 3.MD.4.8, 3.G.1.2, 4.OA.1.1, 4.MD.1.1, 4.MD.1.2, 4.MD.1.3, 5.NF.2.6, 5.MD.1.1, 6.EE.2.6, 6.EE.2.7, 7.RP.1.2

Standards Met	
Next Generation Science Standards	
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
K-PS3-1	Make observations to determine the effect of sunlight on Earth’s surface.
1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
MS-ETS1-2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
English Language Arts – Reading: Informational Text	
LACC.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
English Language Arts – Writing	
LAFS.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2),(K-ESS3-3)
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)
LAFS.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1),(2-LS4-1)
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3-5-ETS1-1),(3-5-ETS1-3)
LAFS.5.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3-5-ETS1-1),(3-5-ETS1-3)
LAFS.68.WHST.3-7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS3-3), (MS-PS3-4)
Literacy 6-12 in History/Social Studies, Science and Technical Subjects	
English Language Arts – Science and Technical Subjects	
LAFS.68.RST.1.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS3-3),(MS-PS3-4)
LAFS.68.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
English and Language Arts - Speaking and Listening	
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.1.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.

LAFS.5-7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
LAFS.7.SL.2.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LAFS.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Mathematics Standards	
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MAFS.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MAFS.1.OA.1.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects drawings, and equations with a symbol for the unknown number to represent the problem.
MAFS.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MAFS.1.MD.3.4	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. (1-ESS1-2)
MAFS.2.OA.1.1	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MAFS.2.MD.1.1	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MAFS.2.MD.1.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.
MAFS.2.MD.1.3	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
MAFS.3.MD.3.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MAFS.3.MD.3.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts,

	applying this technique to solve real-world problems.
MAFS.3.MD.4.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
MAFS.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35
MAFS.4.MD.1.2	Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models
MAFS.4.MD.1.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>
MAFS.5.NF.2.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MAFS.5.MD.1.1	Convert among different-sized standard measurement units (i.e. km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MAFS.6.EE.2.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
MAFS.6.EE.2.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.
MAFS.7.RP.1.2	Recognize and represent proportional relationships between quantities. a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i>

Lettuce Be Different

Standards Met At a Glance:	
Next Generation Science Standards	2-PS1-1, 2-LS4-1, 3-LS3-1
English/Language Arts	K.W.1.1, K.W.1.2, K.W.1.3, 1.W.1.2, 2.W.1.2, 2.W.3.7, 2.W.3.8, 3.W.1.2, 3.W.3.7, 4.W.1.2, 4.W.3.7, 5.W.1.2, 5.W.3.7, 6.W.1.2, 6.W.3.7, 68.WHST.1.2, K.SL.2.4, K.SL.2.5, 1.SL.2.4, 3.SL.2.4, 4.SL.2.4, 5.SL.2.4, 6.SL.2.4
Mathematics	K.MD.1.1, K.MD.1.2, K.MD.2.3, 1.MD.1.1, 2.MD.1.3, 2. MD.1.4

Standards Met	
Next Generation Science Standards	
2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
English Language Arts – Writing	
LAFS.K.W.1.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)
LAFS.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2),(K-ESS3-3)
LAFS.K.W.1.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LAFS.1.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.
LAFS.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1),(2-PS1-2),(2-PS1-3)
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(2-PS1-3)
LAFS.3.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.3.W.3.7	Conduct short research projects that build knowledge about a topic.
LAFS.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.6.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.68.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
English Language Arts - Speaking and Listening	

LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Mathematics Standards	
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MAFS.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MAFS.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
MAFS.2.MD.1.3	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
MAFS.2.MD.1.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Feed Me: Nutritional Building Blocks

Standards Met At a Glance:	
Next Generation Science Standards	3-LS3-2, 5-PS1-3, 5-PS3-1, 5-LS1-1, 5-LS2-1
English/Language Arts	3.W.3.8, 4.W.3.8, 5.W.3.8, 3.SL.1.2, 3.SL.2.4, 4.SL.1.2, 4.SL.2.4, 5.SL.1.2, 5.SL.2.4,
Common Core Mathematics Practices	MP.2, MP.4
National Family and Consumer Sciences	9.3.1, 9.3.2, 9.4.1, 12.2, 14.2.4

Standards Met	
Next Generation Science Standards	
3-LS3-2	Use evidence to support the explanation that traits can be influenced by the environment.
5-PS1-3	Make observations and measurements to identify materials based on their properties.
5-PS3-1	Use models to describe that energy in animals’ food (used for body repair, growth,

	motion, and to maintain body warmth) was once energy from the sun.
5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water.
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
English Language Arts – Writing	
LAFS.3.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.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.5.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
English Language Arts – Speaking and Listening	
LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Common Core Mathematics Practices	
MP.2	Reason abstractly and quantitatively.
MP.4	Model with mathematics.
National Family and Consumer Sciences Standards	
9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
9.3.2	Analyze nutritional data.
9.4.1	Analyze nutritional needs of individuals.
12.2	Analyze conditions that influence human growth and development.
14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.

Acid to Alkaline

Standards Met At a Glance:	
Next Generation Science Standards	5-PS1-3, MS-LS1-5
English/Language Arts	5.W.3.7, 5.W.3.8, 6.W.3.7, 7.W.3.7, 8.W.3.7, 68.WHST.3.7, 5.SL.1.1, 6.SL.1.1, 7.SL.1.1, 8.SL.1.1

Common Core Mathematics Practices	MP.4
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Standards Met	
Next Generation Science Standards	
5-PS1-3	Make observations and measurements to identify materials based on their properties.
MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
English Language Arts – Writing	
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.7.W.3.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LAFS.8.W.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LAFS.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
English Language Arts - Speaking and Listening	
LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
LAFS.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
LAFS.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
Common Core Mathematics Practices	
MP.4	Model with mathematics.

Inch by Inch, Row by Row

Standards Met At a Glance:	
Next Generation Science Standards	1-LS1-1, 1-ESS1-1,1-ESS1-2, 3-LS1-1, 3-5-ETS1-13, 5-ETS1-2
English/Language Arts	4.RI.3.7, 1.W.3.8, 2.W.3.7, 2.W.3.8, 4.W.3.8, 1.SL.1.1,
Mathematics	1. OA.1.1, 1.OA.1. 2, 1.MD.3.4, 2.OA1.1, 2. MD1.1, 2. MD.1.2, 2.MD.1.3,

3.MD.3.6, 3.MD.3.7, 3.MD.4.8, 3.G.1. 2, 4.OA.1.1, 4.MD.1.2, 4.MD.1.3
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Standards Met	
Next Generation Science Standards	
1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
3-5-ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
English Language Arts - Reading: Informational Text	
LAFS.4.RI.3.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
English Language Arts – Writing	
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)
LAFS.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1),(2-LS4-1)
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
English and Language Arts - Speaking and Listening	
LAFS.1.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.
Common Core Mathematics Standards	
MAFS.1.OA.1.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects drawings, and equations with a symbol for the unknown number to represent the problem.
MAFS.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MAFS.1.MD.3.4	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. (1-ESS1-2)

MAFS.2.OA.1.1	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, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MAFS.2.MD.1.1	Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MAFS.2.MD.1.2	Describe the inverse relationship between the size of a unit and number of units needed to measure a given object.
MAFS.2.MD.1.3	Estimate lengths using units of inches, feet, yards, centimeters, and meters.
MAFS.3.MD.3.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MAFS.3.MD.3.7	Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.
MAFS.3.MD.4.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MAFS.3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>
MAFS.4.OA.1.1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35
MAFS.4.MD.1.2	Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models.
MAFS.4.MD.1.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>

The Million Dollar Can o' Soup or Salsa

Standards Met At a Glance:	
English/Language Arts	1.W.3.8, 2.W.3.8, 3.W.3.8, 4.W.3.8,
National Family and Consumer Sciences	2.1.3, 2.4.1, 2.4.3, 2.5.1, 8.1.1, 8.1.4, 14.5.2, 14.5.4

Standards Met	
English Language Arts – Writing	
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.3.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.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
English Language Arts Speaking and Listening	
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
National Family and Consumer Sciences Standards	
2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
2.4.1	Summarize types of technology that affect family and consumer decision-making
2.4.3	Assess the use of technology and its effect on quality of life.
2.5.1	Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
8.1.1	Explain the roles, duties, and functions of individuals engaged in food production and services careers.
8.1.4	Analyze the effects of food production and services occupations on local, state, national, and global economies.
14.5.2	Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
14.5.4	Analyze the effects of food science and technology on meeting nutritional needs.

Soil Sort

Standards Met At a Glance:	
Next Generation Science Standards	2-PS1-1, 3-LS1-1
English/Language Arts	K.SL.1.2, K.SL.2.4, K.SL.2.5, 1.SL.1.2, 1.SL.2.4, 1.SL.2.5, 2.SL.1.2, 3.SL.1.2, 3.SL.2.4, K.L.3.5, 1.L.3.5,
Mathematics	K.CC.2.5, K.CC.3.6, K.MD.1.1, K.MD.1.2, K.MD.2.3, K.G.1.1, 1.MD.3.4, 2.MD.4.10, 3.MD.1.2

Standards Met

Next Generation Science Standards	
2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
3-LS1-1	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
English Language Arts – Speaking and Listening	
LAFS.K.SL.1.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
English Language: Conventions of Standard English	
LAFS.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
LAFS.1.L.3.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
Mathematics Standards	
MAFS.K.CC.2.5	Count to answer “how many?” questions about as many as 20 things arranged in a

	line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
MAFS.K.CC.3.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MAFD.K.MD.1.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MAFS.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>
MAFS.1.MD.3.4	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.
MAFS.2.MD.4.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

What Are We Eating?

Standards Met At a Glance:	
Next Generation Science Standards	2-PS1-1, 2-LS4-1, K-2-ETS1-2, 3-LS4-2, 4-LS1-1, 5-PS1-3, 5-PS3-1
English/Language Arts	K.SL.1.3, K.SL.2.4, 1.SL.1.2, 1.SL.1.3, 1.SL.2.4, 2.SL.1.2, 3.SL.1.2, 4.SL.1.2, 5.SL.1.1, 5.SL.2.4, K.L.3.5, 1.L.3.5
Mathematics	K.MD.1.1, K.MD.2.3, K.G.1.1, 1.MD.3.4
National Family and Consumer Sciences	8.4.3, 9.3.7, 9.5.6, 9.6.6

Standards Met	
Next Generation Science Standards	
2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
K-2-ETS1-2	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.
3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
4-LS1-1	4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
5-PS1-3	Make observations and measurements to identify materials based on their properties.
5-PS3-1	Use models to describe that energy in animals’ food (used for body repair, growth,

	motion, and to maintain body warmth) was once energy from the sun.
English Language Arts – Speaking and Listening	
LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
English Language: Conventions of Standard English	
LAFS.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
LAFS.3.L.3.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
Mathematics Standards	
MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category

	and sort the categories by count.
MAFS.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
MAFS.1.MD.3.4	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.
National Family and Consumer Sciences	
8.4.3	Analyze food needed for menus.
9.3.7	Categorize foods into exchange groups (MyPlate) and plan menus to meet various nutrient needs.
9.5.6	Conduct sensory evaluations of food products.
9.6.6	Analyze new products.

The Roots of Food

Standards Met At a Glance:	
Next Generation Science Standards	K-ESS3-1, 2-LS4-1, 4-LS1-1, 5-LS2-1, MS-LS2-1, MS-LS2-2, MS-LS2-4, HS-LS2-4, HS-LS2-5, HS-LS2-2, HS-ESS3-1, HS-ESS3-3
English/Language Arts	K.RL.1.3, K.RL.3.7, K.RL.4.10 , 1.RL.1.2 , 2.RL.1.1, 2.RL.1.2, 7.RL.1.1, 7.RL.3.9, 8.RL.1.1, 9-10.RL.1.1, 11-12.RL.1.1, K.RI.4.10, 1.RI.4.10, 2.RI.4.10, 4.RI.4.10, 5.RI.4.10, 6.RI.1.1, 6.RI.4.10, 7.RI.4.10, 8.RI.4.10, 9-10.RI.4.10, K.W.3.8, 1.W.3.7, 2.W.1.3, 2.W.3.7, 3.W.1.3, 3.W.3.7, 4.W.1.3, 4.W.3.7, 5.W.1.3, 5.W.3.7, 6.W.1.3, 6.W.3.7, 7.W.1.3, 7.W.3.7, 8.W.1.3, 8.W.3.7, 9-10.W.1.3, 9-10.W.3.7, 11-12.W.1.3, 11-12.W.3.7, 68.WHST.1.2, 910.WHST.1.2, 1112.WHST.1.2
Mathematics	K.MD.2.3, 1.MD.3.4
National Family and Consumer Sciences	2.1.3, 14.1.2

Standards Met	
Next Generation Science Standards	
K-ESS3-1	Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different habitats.
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
HS-LS2-4	Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
English Language Arts – Reading: Literature	
LAFS.K.RL.1.3	With prompting and support, identify characters, settings, and major events in a story.
LAFS.K.RL.3.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LAFS.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.2.RL.1.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
LAFS.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LAFS.7.RL.1.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.7.RL.3.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LAFS.8.RL.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.1112RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
English Language Arts – Reading: Informational Text	
LAFS.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.
LAFS.1.RI.4.10	With prompting and support, read informational texts appropriately complex for grade 1.
LAFS.2.RI.4.10	By the end of 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.
LAFS.4.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.5.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
LACC.6.RI.1.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.6.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.7.RI.4.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.8.RI.4.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
LAFS.9.10.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
English Language Arts – Writing	
LAFS.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.1.W.3.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LAFS.2.W.1.3	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.
LAFS.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LAFS.3.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.3.W.3.7	Conduct short research projects that build knowledge about a topic.
LAFS.4.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and

	<p>introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.7.W.3.7	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
LAFS.8.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
LAFS.8.W.3.7	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
LAFS.910W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS910.W.3.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
LAFS112.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation and</p>

	<p>its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.1112.W.3.7	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
English Language Arts – Writing: Text Types and Purposes	
LAFS.68.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style and objective tone.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
LAFS.910.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
LAFS.1112.WHST.1.2	<p>Write informative/explanatory texts, including the narration of historical events,</p>

	<p>scientific procedures/ experiments, or technical processes. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
Mathematics Standards	
MAFS.K.MD.2.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
MACC.1. MD.3.4	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.
National Family and Consumer Sciences Standards	
2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
14.1.2	Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

Turning Over a New Leaf

Standards Met At a Glance:	
Next Generation Science Standards	K-LS1-1, 1-LS3-1, 2-PS1-1, 2-LS4-1, 3-LS3-1, 4-LS1-1
English/Language Arts	K.W.1.2, K.W.3.8, 1.W.1.2, 1.W.3.8, 2.W.1.2, 2.W.3.8, 3.W.1.2, 3.W.3.7, 3.W.3.8, 4.W.1.2, 4.W.3.7, 4.W.3.8, 5.W.1.2, 5.W.3.7, 5.W.3.8, 6.W.1.2, 6.W.3.7, 6.W.3.8, K.SL.1.2, K.SL.1.3, K.SL.2.4, K.SL.2.5, 1.SL.1.2, 1.SL.1.3, 1.SL.2.4, 1.SL.2.5, 1.SL.2.6, 2.SL.1.2, 3.SL.1.2, 3.SL.2.4, 4.SL.1.2, 4.SL.2.4, 5.SL.1.1, 5.SL.1.2, 5.SL.1.3, 5.SL.2.4, 6.SL.1.1, 6.SL.2.4, K.L.3.5, 1.L.3.5, 6.L.3.6

Standards Met	
Next Generation Science Standards	
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
1-LS3-1	Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
2-PS1-1	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-LS4-1	Make observations of plants and animals to compare the diversity of life in different

	habitats.
3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
English Language Arts – Writing	
LAFS.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
LAFS.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.1.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.
LAFS.1.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LAFS.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LAFS.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.
LAFS.3.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.3.W.3.7	Conduct short research projects that build knowledge about a topic.
LAFS.3.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.
LAFS.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.3.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LAFS.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LAFS.5.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LAFS.6.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic.

	Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.W.3.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
English Language Arts - Speaking and Listening	
LAFS.K.SL.1.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LAFS.K.SL.2.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LAFS.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LAFS.1.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LAFS.1.SL.2.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LAFS.1.SL.2.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LAFS.1.SL.2.6	Produce complete sentences when appropriate to task and situation.
LAFS.2.SL.1.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LAFS.3.SL.1.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.3.SL.2.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LAFS.4.SL.1.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LAFS.4.SL.2.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LAFS.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and

	formats, including visually, quantitatively, and orally.
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LAFS.6.SL.2.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
English Language: Conventions of Standard English	
LAFS.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
LAFS.1.L.3.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
LAFS.6.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships.