

A correlation of
**Population Connection
Activities**

from

**Sharing a Small World:
*Environmental Activities for Young Learners***

to

**California State Board of Education
Content Standards**

Organized by:

- 1. Population Connection Activity*
- 2. Subject*
- 3. Grade*
- 4. Standard*

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The Bare Necessities

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension

Draw pictures from one's own experiences related to a story or topic (e.g., community in social studies).

Understand and follow simple one-step directions for classroom activities.

Beginning ELD Level: Writing: Organization and Focus

Write a few words or phrases about an event or character from a story read by the teacher.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Recite familiar rhymes, songs, and simple stories.

Early Intermediate ELD Level: Reading: Comprehension

Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.

Understand and follow simple two-step directions for classroom activities.

Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development

Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension

Understand and follow some multiple-step directions for classroom-related activities.

History and Social Science

Kindergarten

K.1 Students understand that being a good citizen involves acting in certain ways.

2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

K.6 Students understand that history relates to events, people, and places of other times.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Language Arts

Kindergarten

Reading

- 1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Vocabulary Development

- 1.18. Describe common objects and events in both general and specific language.

- 2.0. Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3. Connect to life experiences the information and events in texts.

- 2.4. Retell familiar stories.

Written and Oral English Language Conventions

- 1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

- 1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.1. Understand and follow one-and two-step oral directions.

- 1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

- 2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.

- 2.2. Recite short poems, rhymes, and songs.

Grade 1: Written and Oral English Language Conventions

- 1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Listen attentively.
- 1.2. Ask questions for clarification and understanding.
- 1.3. Give, restate, and follow simple two-step directions.
- 2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.
 - 2.1. Recite poems, rhymes, songs, and stories.
 - 2.3. Relate an important life event or personal experience in a simple sequence.

Science

Grade 1

2. Life Sciences. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
 - b. Students know both plants and animals need water, animals need food, and plants need light.

Grade 2

3. Earth Sciences. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
 - e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

Creatures in Motion

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Comprehension
Understand and follow simple two-step directions for classroom activities.

Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension
Understand and follow some multiple-step directions for classroom-related activities.

History and Social Science

Kindergarten

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

Grade 1

1.1 Students describe the rights and individual responsibilities of citizenship.

2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

Language Arts

Kindergarten

Written and Oral English Language Conventions

- 1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

- 1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.1. Understand and follow one-and two-step oral directions.
- 1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

Grade 1

Written and Oral English Language Conventions

- 1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Listen attentively.
- 1.2. Ask questions for clarification and understanding.
- 1.3. Give, restate, and follow simple two-step directions.

Mathematics

Kindergarten

Statistics, Data Analysis, and Probability

- 1.0 Students collect information about objects and events in their environment:

- 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

Grade 1

Number Sense

- 1.0 Students understand and use numbers up to 100:

- 1.1 Count, read, and write whole numbers to 100.

- 1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).

Science

Kindergarten

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Observe common objects by using the five senses.
- e. Communicate observations orally and through drawings.

Grade 3

5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Crowding Can Be Seedy

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Comprehension
Understand and follow simple two-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text
Recite simple poems.

Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension
Understand and follow some multiple-step directions for classroom-related activities.

History and Social Science

Kindergarten

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

Grade 1

1.1 Students describe the rights and individual responsibilities of citizenship.

2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

Language Arts

Kindergarten

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Vocabulary Development

1.18. Describe common objects and events in both general and specific language.

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1. Understand and follow one-and two-step oral directions.

1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.

2.2. Recite short poems, rhymes, and songs.

Grade 1

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1. Listen attentively.

1.2. Ask questions for clarification and understanding.

1.3. Give, restate, and follow simple two-step directions.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Recite poems, rhymes, songs, and stories.

Mathematics

Kindergarten

Number Sense

1.0 Students understand the relationship between numbers and quantities (I.e. that a set of objects has the same number of objects in different situations regardless of its position or arrangement:

1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

Grade 1

Number Sense

1.0 Students understand and use numbers up to 100:

1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).

Science

Kindergarten

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Observe common objects by using the five senses.

e. Communicate observations orally and through drawings.

Grade 1

2. Life Sciences. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

b. Students know both plants and animals need water, animals need food, and plants need light.

3. Earth Sciences. Weather can be observed, measured, and described. As a basis for understanding this concept:

c. Students know the sun warms the land, air, and water.

Grade 2

2. Life Sciences. Plants and animals have predictable life cycles. As a basis for understanding this concept:

e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

Grade 3

3. Life Sciences. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

c. Use numerical data in describing and comparing objects, events, and measurements.

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 5

6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.

Earth Cookie

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension

Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Comprehension

Understand and follow simple two-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Orally identify, using key words or phrases, the basic sequence of events in text read aloud.

Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development

Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension

Understand and follow some multiple-step directions for classroom-related activities.

Grades 3-5

Beginning ELD Level: Listening and Speaking: Comprehension

Answer simple questions with one- to two-word responses.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Beginning ELD Level: Reading: Comprehension

Understand and follow simple one-step directions for classroom activities.

History and Social Science

Kindergarten

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.

Grade 1

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Grade 2

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

Grade 3

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

Grades K - 5

Chronological and Spatial Thinking

4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Historical Interpretation

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Language Arts

Kindergarten

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

1.1. Recognize and use complete, coherent sentences when speaking.

Kindergarten: Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1. Understand and follow one-and two-step oral directions.

1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Listen attentively.
- 1.2. Ask questions for clarification and understanding.
- 1.3. Give, restate, and follow simple two-step directions.

Grade 4

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.

Grade 5

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

- 1.1. Ask questions that seek information not already discussed.

Mathematics

Kindergarten

Mathematical Reasoning

- 1.0 Students make decisions about how to set up a problem:
 - 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

Grade 1

Statistics, Data Analysis, and Probability

- 1.0 Students organize, represent, and compare data by category on simple graphs and charts:
 - 1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

Mathematics

Mathematical Reasoning

- 1.0 Students make decisions about how to set up a problem:
 - 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

Grade 2

Number Sense

- 4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

- 4.1 Recognize, name, and compare unit fractions from $1/12$ to $1/2$.
- 4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
- 4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

Mathematical Reasoning

- 1.0 Students make decisions about how to set up a problem:
 - 1.2 Use tools, such as manipulatives or sketches, to model problems.

Grade 3

Mathematical Reasoning

- 2.0 Students use strategies, skills, and concepts in finding solutions:
 - 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Grade 4

Number Sense

- 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:
 - 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line

Science

Kindergarten

- 3. Earth Sciences. Earth is composed of land, air, and water. As a basis for understanding this concept:
 - c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
- 4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - e. Communicate observations orally and through drawings.

Grade 1

- 4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. Draw pictures that portray some features of the thing being described.
 - b. Record observations and data with pictures, numbers, or written statements.

Grade 2

- 3. Earth Sciences. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
 - e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

g. Follow oral instructions for a scientific investigation.

Grade 3

5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

c. Use numerical data in describing and comparing objects, events, and measurements.

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 4

6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

f. Follow a set of written instructions for a scientific investigation.

Go Fish!

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Comprehension
Understand and follow simple two-step directions for classroom activities.

Early Intermediate ELD Level: Writing: Organization and Focus, Evaluation and Revision
Write one to two simple sentences (e.g., I went to the park).

Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension
Understand and follow some multiple-step directions for classroom-related activities.

History and Social Science

Kindergarten

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

Grade 1

1.1 Students describe the rights and individual responsibilities of citizenship.

2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

Language Arts

Kindergarten

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

- 1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.1. Understand and follow one-and two-step oral directions.
- 1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

Grade 1

Written and Oral English Language Conventions

- 1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Listen attentively.
- 1.2. Ask questions for clarification and understanding.
- 1.3. Give, restate, and follow simple two-step directions.

Mathematics

Kindergarten

Number Sense

- 1.0 Students understand the relationship between numbers and quantities (I.e. that a set of objects has the same number of objects in different situations regardless of its position or arrangement:

- 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.

Science

Kindergarten

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Observe common objects by using the five senses.
- e. Communicate observations orally and through drawings.

Grade 1

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- c. Record observations on a bar graph.

Grade 2

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- e. Construct bar graphs to record data, using appropriately labeled axes.
- g. Follow oral instructions for a scientific investigation.

Grade 3

5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- c. Use numerical data in describing and comparing objects, events, and measurements.
- e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Lend a Hand to the Earth

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Comprehension
Understand and follow simple two-step directions for classroom activities.

Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension
Understand and follow some multiple-step directions for classroom-related activities.

Language Arts

Kindergarten

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Vocabulary Development

1.18. Describe common objects and events in both general and specific language.

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.1. Understand and follow one-and two-step oral directions.
- 1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

Grade 1

Written and Oral English Language Conventions

- 1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

- 1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Listen attentively.
- 1.2. Ask questions for clarification and understanding.
- 1.3. Give, restate, and follow simple two-step directions.

Our Town

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension
Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Comprehension
Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.

Understand and follow simple two-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text
Orally identify, using key words or phrases, the basic sequence of events in text read aloud.

Draw logical inferences from a story read aloud.

Early Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text
Respond orally to factual comprehension questions about stories by answering in simple sentences.

Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text
Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.

Intermediate ELD Level: Reading: Comprehension
Understand and follow some multiple-step directions for classroom-related activities.

Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text
Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

Early Advanced ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.

Advanced ELD Level: Listening and Speaking: Comprehension

Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.

History and Social Science

Kindergarten

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.

Grade 1

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

3. Construct a simple map, using cardinal directions and map symbols.

Grades K - 5

Chronological and Spatial Thinking

4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Historical Interpretation

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Language Arts

Kindergarten

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Vocabulary Development

1.18. Describe common objects and events in both general and specific language.

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1. Understand and follow one-and two-step oral directions.

1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.

Grade 1

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1. Listen attentively.

1.2. Ask questions for clarification and understanding.

1.3. Give, restate, and follow simple two-step directions.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.3. Relate an important life event or personal experience in a simple sequence.

2.4. Provide descriptions with careful attention to sensory detail.

Sharing a Small World (Reading)

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Beginning ELD Level: Reading: Comprehension
Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Early Intermediate ELD Level: Listening and Speaking: Comprehension
Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Comprehension
Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.

Intermediate ELD Level: Listening and Speaking: Comprehension
Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Language Arts

Kindergarten

Reading

2.0. Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3. Connect to life experiences the information and events in texts.

2.5. Ask and answer questions about essential elements of a text.

Science

Kindergarten

3. Earth Sciences. Earth is composed of land, air, and water. As a basis for understanding this concept:

c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

Web of Life

English Language Development

Grades K-2

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension

Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Draw pictures from one's own experiences related to a story or topic (e.g., community in social studies).

Understand and follow simple one-step directions for classroom activities.

Beginning ELD Level: Writing: Organization and Focus

Write a few words or phrases about an event or character from a story read by the teacher.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Vocabulary and Concept Development

Read simple vocabulary, phrases, and sentences independently.

Early Intermediate ELD Level: Reading: Comprehension

Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.

Understand and follow simple two-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Orally identify, using key words or phrases, the basic sequence of events in text read aloud.

Draw logical inferences from a story read aloud.

Early Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text

Respond orally to factual comprehension questions about stories by answering in simple sentences.

Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development

Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.

Intermediate ELD Level: Reading: Comprehension

Understand and follow some multiple-step directions for classroom-related activities.

Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text

Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

Early Advanced ELD Level: Listening and Speaking: Comprehension

Listen attentively to stories and information and orally identify key details and concepts.

Advanced ELD Level: Listening and Speaking: Comprehension

Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.

Advanced ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Narrate and paraphrase events in greater detail by using more extended vocabulary.

Language Arts

Kindergarten

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Vocabulary Development

1.18. Describe common objects and events in both general and specific language.

2.0. Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2. Use pictures and context to make predictions about story content.

2.4. Retell familiar stories.

2.5. Ask and answer questions about essential elements of a text.

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1. Understand and follow one-and two-step oral directions.

1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.

2.3. Relate an experience or creative story in a logical sequence.

Grade 1

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1. Listen attentively.

1.2. Ask questions for clarification and understanding.

1.3. Give, restate, and follow simple two-step directions.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.2. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Grade 2

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Organization and Delivery of Oral Communication

1.7. Recount experiences in a logical sequence.

1.8. Retell stories, including characters, setting, and plot.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Recount experiences or present stories:

a. Move through a logical sequence of events.

Science

Kindergarten

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Observe common objects by using the five senses.
- e. Communicate observations orally and through drawings.

Grade 1

2. Life Sciences. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. Students know both plants and animals need water, animals need food, and plants need light.
- c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

3. Earth Sciences. Weather can be observed, measured, and described. As a basis for understanding this concept:

- c. Students know the sun warms the land, air, and water.

Grade 2

2. Life Sciences. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.

3. Earth Sciences. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

- e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- g. Follow oral instructions for a scientific investigation.

Grade 3

1. Physical Sciences. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

- a. Students know energy comes from the Sun to Earth in the form of light.

3. Life Sciences. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.

5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

e. Collect data in an investigation and analyze those data to develop a logical conclusion.

Grade 4

2. Life Sciences. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

Who Polluted the River?

English Language Development *Grades K-2*

Beginning ELD Level: Listening and Speaking: Comprehension
Answer simple questions with one- to two-word responses.

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Beginning ELD Level: Reading: Comprehension

Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Understand and follow simple one-step directions for classroom activities.

Early Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.

Early Intermediate ELD Level: Reading: Vocabulary and Concept Development

Read simple vocabulary, phrases, and sentences independently.

Early Intermediate ELD Level: Reading: Comprehension

Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.

Understand and follow simple two-step directions for classroom activities.

Early Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Orally identify, using key words or phrases, the basic sequence of events in text read aloud.

Draw logical inferences from a story read aloud.

Early Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text

Respond orally to factual comprehension questions about stories by answering in simple sentences.

Intermediate ELD Level: Listening and Speaking: Comprehension

Ask and answer instructional questions by using simple sentences.

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Intermediate ELD Level: Reading: Vocabulary and Concept Development

Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

Apply knowledge of content-related vocabulary to discussions and reading.

Intermediate ELD Level: Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.

Intermediate ELD Level: Reading: Comprehension

Understand and follow some multiple-step directions for classroom-related activities.

Intermediate ELD Level: Reading: Narrative Analysis of Grade-Level-Appropriate Text

Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

Early Advanced ELD Level: Listening and Speaking: Comprehension

Listen attentively to stories and information and orally identify key details and concepts.

Advanced ELD Level: Listening and Speaking: Comprehension

Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.

Advanced ELD Level: Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Narrate and paraphrase events in greater detail by using more extended vocabulary.

History and Social Science

Kindergarten

K.1 Students understand that being a good citizen involves acting in certain ways.

3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.6 Students understand that history relates to events, people, and places of other times.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Grade 1

1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.

Grades K - 5

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Historical Interpretation

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

3. Students identify and interpret the multiple causes and effects of historical events.

Language Arts

Kindergarten

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Vocabulary Development

1.18. Describe common objects and events in both general and specific language.

2.0. Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2. Use pictures and context to make predictions about story content.

2.3. Connect to life experiences the information and events in texts.

2.4. Retell familiar stories.

2.5. Ask and answer questions about essential elements of a text.

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

1.1. Recognize and use complete, coherent sentences when speaking.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1. Understand and follow one-and two-step oral directions.

1.2. Share information and ideas, speaking audibly in complete, coherent sentences.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.

2.3. Relate an experience or creative story in a logical sequence.

Grade 1

Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1. Write and speak in complete, coherent sentences.

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1. Listen attentively.
- 1.2. Ask questions for clarification and understanding.
- 1.3. Give, restate, and follow simple two-step directions.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.2. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

Grade 2

Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Organization and Delivery of Oral Communication

- 1.7. Recount experiences in a logical sequence.

- 1.8. Retell stories, including characters, setting, and plot.

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1. Recount experiences or present stories:
 - a. Move through a logical sequence of events.

Science

Kindergarten

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Observe common objects by using the five senses.
- e. Communicate observations orally and through drawings.

Grade 2

3. Earth Sciences. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

- e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- g. Follow oral instructions for a scientific investigation.

Grade 3

3. Life Sciences. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:
 - c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
 - d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
 - e. Collect data in an investigation and analyze those data to develop a logical conclusion.