

**More Picture-Perfect Science Lessons**  
**English Language Arts Common Core Alignment**

Lesson Title	Suggested Grade Level	ELA Common Core Standards
<p align="center"><b>Bubbles</b></p>	<p align="center"><b>K-2</b></p>	<p><b>Kindergarten:</b></p> <p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding</p> <p><b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>W.K.2.</b> 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.</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.2.</b> 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.</p> <p><b>Grade 1:</b></p> <p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.</p> <p><b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Grade 2:</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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<p><b>How Big is a Foot?</b></p>	<p align="center"><b>2-4</b></p>	<p><b>Grade 2:</b>  <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic.  <b>W.2.1.</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.  <b>W.2.7.</b> 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).  <b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.  <b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  <b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Grade 3:</b>  <b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>RI.3.9.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.  <b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  <b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.  <b>SL.3.2.</b> 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.</p> <p><b>Grade 4:</b>  <b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <b>RI.4.9.</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  <b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>• Provide reasons that are supported by facts and details.</li> </ul> <b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Hear Your Heart	K-2	<p><b>Kindergarten:</b></p> <p>RL.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.10. Actively engage in group reading activities with purpose and understanding</p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.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.</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.K.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.</p> <p><b>Grade 1:</b></p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>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.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Grade 2:</b></p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>W.2.7. 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).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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<p><b>Loco Beans</b></p>	<p><b>3-4</b></p>	<p><b>Grade 3:</b>  <b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>L.3.4.</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul> <p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.  <b>SL.3.2.</b> 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.</p> <p><b>Grade 4:</b>  <b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RL.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul> <p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Wiggling Worms	2-4	<p><b>Grade 2:</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Grade 3:</b></p> <p><b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>W.3.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2.</b> 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.</p> <p><b>Grade 4:</b></p> <p><b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RL.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul> <p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>• Provide reasons that are supported by facts and details.</li> </ul> <p><b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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<p><b>Over in the Ocean</b></p>	<p><b>K-2</b></p>	<p><b>Kindergarten:</b>            RL.K.1. With prompting and support, ask and answer questions about key details in a text.            RL.K.10. Actively engage in group reading activities with purpose and understanding            RI.K.1. With prompting and support, ask and answer questions about key details in a text.            RI.K.2. With prompting and support, identify the main topic and retell key details of a text.            RI.K.10. Actively engage in group reading activities with purpose and understanding.            W.K.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.            W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.            SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.            SL.K.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.</p> <p><b>Grade 1:</b>            RL.1.1. Ask and answer questions about key details in a text.            RI.1.1. Ask and answer questions about key details in a text.            RI.1.2. Identify the main topic and retell key details of a text.            RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.            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.            W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.            SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.            SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Grade 2:</b>            RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.            RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.            RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.            RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.            W.2.7. 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).            W.2.8. Recall information from experiences or gather information from provided sources to answer a question.            SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.            SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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<p align="center"><b>Be a Friend to Trees</b></p>	<p align="center"><b>K-4</b></p>	<p><b>Kindergarten:</b>            RL.K.1. With prompting and support, ask and answer questions about key details in a text.            RL.K.10. Actively engage in group reading activities with purpose and understanding            RI.K.1. With prompting and support, ask and answer questions about key details in a text.            RI.K.2. With prompting and support, identify the main topic and retell key details of a text.            RI.K.10. Actively engage in group reading activities with purpose and understanding.            W.K.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.            W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.            SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.            SL.K.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.</p> <p><b>Grade 1:</b>            RL.1.1. Ask and answer questions about key details in a text.            RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.            RI.1.1. Ask and answer questions about key details in a text.            RI.1.2. Identify the main topic and retell key details of a text.            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.            W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.            SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.            SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Grade 2:</b>            RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.            RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.            RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.            RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.            W.2.7. 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).            W.2.8. Recall information from experiences or gather information from provided sources to answer a question.            SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.            SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Grade 3:</b>            RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.            RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.            RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.            RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.            W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.            SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.            SL.3.2. 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.</p> <p><b>Grade 4:</b>            RL.4.1. Refer to details and examples in text when explaining what the text says explicitly and when drawing inferences from the text.            RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.            RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.            SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.  <ul style="list-style-type: none"> <li>• 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.</li> </ul>           W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

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Lesson Title	Suggested Grade Level	ELA Common Core Standards
<p align="center"><b>That Magetic Dog</b></p>	<p align="center"><b>K-2</b></p>	<p><b>Kindergarten:</b></p> <p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding</p> <p><b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>W.K.2.</b> 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.</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.2.</b> 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.</p> <p><b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>Grade 1:</b></p> <p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.</p> <p><b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>RI.1.5.</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul> <p><b>Grade 2:</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.4.</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p><b>RI.2.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a ?</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>L.2.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>



**More Picture-Perfect Science Lessons**  
**English Language Arts Common Core Alignment**

Lesson Title	Suggested Grade Level	ELA Common Core Standards
Roller Coasters	K-4	<p><b>Kindergarten:</b>            RL.K.1. With prompting and support, ask and answer questions about key details in a text.            RL.K.10. Actively engage in group reading activities with purpose and understanding            RI.K.1. With prompting and support, ask and answer questions about key details in a text.            RI.K.2. With prompting and support, identify the main topic and retell key details of a text.            RI.K.10. Actively engage in group reading activities with purpose and understanding.            W.K.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.            W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.            SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.            SL.K.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.</p> <p><b>Grade 1:</b>            RL.1.1. Ask and answer questions about key details in a text.            RI.1.1. Ask and answer questions about key details in a text.            RI.1.2. Identify the main topic and retell key details of a text.            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.            W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.            SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.            SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Grade 2:</b>            RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.            RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.            W.2.7. 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).            W.2.8. Recall information from experiences or gather information from provided sources to answer a ?            SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.            SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Grade 3:</b>            RL.3.1. Ask and answer ?sto demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.            RI.3.1. Ask and answer ?s to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.            RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.            W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.            SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.            SL.3.2. 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.</p> <p><b>Grade 4:</b>            RL.4.1. Refer to details and examples in text when explaining what the text says and when drawing inferences from the text.            RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.            RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.            SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Lesson Title	Suggested Grade Level	ELA Common Core Standards
<b>Mirror, Mirror</b>	<b>K-2</b>	<p><b>Kindergarten:</b></p> <p><b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding</p> <p><b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>W.K.2.</b> 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.</p> <p><b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.2.</b> 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.</p> <p><b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>Grade 1:</b></p> <p><b>RL.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.1.</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.2.</b> Identify the main topic and retell key details of a text.</p> <p><b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>Grade 2:</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>L.2.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.</p>

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Lesson Title	Suggested Grade Level	ELA Common Core Standards
<p align="center"><b>If You Find a Rock</b></p>	<p align="center"><b>2-4</b></p>	<p><b>Grade 2:</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>L.2.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul> <p><b>Grade 3:</b></p> <p><b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RI.3.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2.</b> 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.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>Grade 4:</b></p> <p><b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RL.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul> <p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>gr. 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

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<p><b>Sunshine on My Shoulders</b></p>	<p><b>K-2</b></p>	<p><b>Kindergarten:</b>  <b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text.  <b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding  <b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.  <b>RI.K.2.</b> With prompting and support, identify the main topic and retell key details of a text.  <b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.  <b>W.K.2.</b> 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.  <b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.  <b>SL.K.2.</b> 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.</p> <p><b>Grade 1:</b>  <b>RL.1.1.</b> Ask and answer questions about key details in a text.  <b>RI.1.1.</b> Ask and answer questions about key details in a text.  <b>RI.1.2.</b> Identify the main topic and retell key details of a text.  <b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  <b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  <b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.  <b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Grade 2:</b>  <b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <b>W.2.7.</b> 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).  <b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.  <b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.  <b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>

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Stargazers	2-4	<p><b>Grade 2:</b></p> <p><b>RL.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.5.</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Grade 3:</b></p> <p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2.</b> 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.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>Grade 4:</b></p> <p><b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize text.</p> <p><b>RL.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul> <p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>gr. 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

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**English Language Arts Common Core Alignment**

Lesson Title	Suggested Grade Level	ELA Common Core Standards
<b>Imaginative Inventions</b>	<b>2-4</b>	<p><b>Grade 2:</b></p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p><b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>W.2.7.</b> 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).</p> <p><b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Grade 3:</b></p> <p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL.3.2.</b> 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.</p> <p><b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>Grade 4:</b></p> <p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>gr. 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

**More Picture Perfect Science Lessons**  
**English Language Arts Common Core Alignment**

Lesson Title	Suggested Grade Level	ELA Common Core Standards
<p><b>A Sense of Wonder</b></p>	<p align="center"><b>2-4</b></p>	<p><b>Grade 2:</b>  <b>RI.2.1.</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.  <b>RI.2.2.</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <b>RI.2.9.</b> Compare and contrast the most important points presented by two texts on the same topic  <b>W.2.7.</b> 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).  <b>W.2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.  <b>SL.2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  <b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Grade 3:</b>  <b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <b>RI.3.2.</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b>RI.3.9.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.  <b>W.3.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.  <b>SL.3.2.</b> 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.  <b>L.3.6.</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p><b>Grade 4:</b>  <b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <b>RI.4.9.</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  <b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>gr. 4 topics and texts</i>, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>• 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.</li> </ul> <b>W.4.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>