

Kindergarten

Core Standards in this Strand

Nancy Larson® Science K Lessons

Key Ideas and Details

- **RI.K.1.** With prompting and support, ask and answer questions about key details in a text. 8, 9, 10, 11, 12, 16, 17, 19, 20, 22, 24, 34, 40, 42, 43, 44, 45, 52, 54, 55, 56, 57
- **RI.K.2.** With prompting and support, identifying the main topic and retell key details of a text. 8, 22, 24, 55, 57
- **RI.K.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 8, 17, 40, 42, 55, 56, 57

Craft and Structure

- **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text. 22, 24, 55
- **RI.K.5.** Identify the front cover, back cover, and title page of a book. 8, 9, 11, 22, 24, 34, 40, 49, 55, 57
- **RI.K.6.** Name the author and illustrator of a text and define the role of each in the presenting the ideas or information in a text. 8, 22, 55

Integration of Knowledge and Ideas

- **RI.K.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8, 9, 10, 11, 15, 16, 17, 22, 24, 40, 42, 43, 44, 45, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61
- **RI.K.8.** With prompting and support, identify the reasons an author gives to support points in a text. 16, 42, 55, 56
- **RI.K.9.** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 22, 57

Range of Reading and Level of Text Complexity

- **RI.K.10.** Actively engage in group reading activities with purpose and understanding. 8, 9, 10, 11, 15, 20, 22, 24, 29, 34, 38, 40, 42, 43, 44, 45, 49, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61

Grade One

Core Standards in this Strand

Nancy Larson® Science 1 Lessons

Key Ideas and Details

- **RI.1.1.** Ask and answer questions about key details in a text. 2, 3, 4, 5, 6, 9, 13, 14, 17, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 33, 34, 35, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 60, 61, 63, 64, 65, 66, 67, 68, 69, 70
- **RI.1.2.** Identify the main topic and retell key details of a text. 2, 5, 9, 14, 15, 18, 20, 22, 23, 26, 27, 39, 40, 54, 55, 56, 57, 59, 60, 61, 64, 65, 66, 67, 68, 70
- **RI.1.3.** Describe the connection between two individuals, events, ideas, or pieces of information in a text. 2, 3, 4, 5, 6, 9, 10, 11, 13, 20, 21, 22, 23, 24, 28, 30, 32, 43, 44, 45, 53, 61, 66, 67

Craft and Structure

- **RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 3, 4, 5, 6, 17, 20, 43
- **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. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 30, 33, 34, 35, 37, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 60, 61, 63, 64, 65, 66, 67, 68, 70
- **RI.1.6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 49, 50, 52, 53, 54, 57, 58, 59, 60, 61, 63, 64, 65, 66, 67, 68, 69, 70

Integration of Knowledge and Ideas

- **RI.1.7.** Use the illustrations and details in a text to describe its key ideas. 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 49, 50, 52, 53, 54, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
- **RI.1.8.** Identify the reasons an author gives to support points in a text. 27, 32, 37, 42, 44, 45, 52, 57
- **RI.1.9.** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 28, 51, 53, 54, 60

Range of Reading and Level of Text Complexity

- **RI.1.10.** With prompting and support, read informational texts appropriately complex for grade 1. 2, 3, 4, 5, 6, 8, 11, 13, 14, 17, 18, 20, 21, 23, 24, 28, 30, 32, 33, 34, 37, 40, 41, 42, 43, 44, 45, 49, 50, 51, 52, 53, 54, 55, 57, 59, 60, 61, 64, 65, 66, 67, 68

Grade Two

Core Standards in this Strand

Key Ideas and Details

- **RI.2.1.** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* 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.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- **RI.2.4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **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.
- **RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- **RI.2.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8.** Describe how reasons support specific points the author makes in a text.
- **RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- **RI.2.10.** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Nancy Larson® Science 2 Lessons

- 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 28, 29, 30, 32, 35, 38, 40, 42, 43, 45, 46, 48, 49, 54, 55, 56, 57, 58, 59, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 76
- 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, 15, 17, 18, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 35, 38, 40, 42, 43, 45, 46, 48, 49, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 76
- 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 16, 17, 21, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 48, 49, 54, 56, 57, 58, 59, 60, 62, 63
- 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 17, 18, 20, 22, 24, 28, 29, 30, 31, 32, 33, 35, 38, 42, 43, 45, 46, 48, 49, 54, 56, 57, 58, 59, 62, 67, 69, 70, 71, 74, 76
- 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 17, 18, 20, 22, 24, 28, 29, 30, 31, 32, 33, 35, 38, 42, 43, 45, 46, 47, 49, 54, 55, 56, 57, 58, 59, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 78
- 2, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 33, 35, 42, 43, 45, 46, 48, 49, 51, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 67, 68, 69, 70, 71, 72, 74, 75, 76, 79
- 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 17, 22, 23, 42, 46, 47, 49, 55, 56, 58, 61, 62, 63, 69, 70
- 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 18, 23, 26, 29, 30, 31, 35, 40, 42, 43, 45, 46, 48, 49, 51, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 67, 68, 70, 72, 79
- 69, 70, 71, 72, 75
- 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 20, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 35, 42, 43, 45, 46, 48, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 67, 68, 69, 71, 74

Grade Three

Core Standards in this Strand

Key Ideas and Details

- **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.
- **RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- **RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **RI.3.5.** Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6.** Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- **RI.3.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).
- **RI.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- **RI.3.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Nancy Larson® Science 3 Lessons

- 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 15, 16, 17, 18, 21, 24, 26, 29, 30, 31, 32, 33, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 54, 55, 57, 58, 59, 61, 62, 64, 67, 68, 69, 70, 74, 75, 76, 77, 78
- 2, 3, 4, 5, 6, 7, 8, 12, 13, 15, 16, 17, 18, 21, 24, 25, 26, 29, 30, 31, 32, 33, 34, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 55, 57, 58, 59, 61, 62, 64, 67, 69, 70, 74, 75
- 1, 2, 3, 4, 5, 7, 9, 12, 13, 16, 17, 18, 25, 26, 32, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 54, 55, 56, 57, 59, 61, 67, 70, 75
- 1, 4, 6, 7, 9, 12, 13, 17, 18, 21, 24, 29, 30, 31, 32, 33, 34, 38, 39, 44, 45, 47, 49, 55, 57, 58, 59, 61, 62, 64, 67, 68, 69, 70, 75, 76
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 18, 21, 22, 24, 25, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 54, 55, 56, 57, 58, 59, 60, 61, 62, 64, 68, 69, 70, 74, 75, 76, 77, 78
- N/A
- 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 17, 18, 21, 22, 25, 26, 33, 34, 35, 36, 39, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 55, 56, 57, 58, 64, 70, 74, 76, 78
- 1, 2, 5, 12, 13, 15, 17, 18, 29, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 55, 57, 58, 59, 61, 64, 68, 78
- 74
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 16, 17, 18, 21, 24, 25, 26, 29, 30, 31, 32, 33, 34, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 55, 57, 58, 59, 61, 62, 64, 67, 68, 69, 74

Grade Four

Core Standards in this Strand

Nancy Larson® Science 4 Lessons

Key Ideas and Details

- **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. 1, 4, 5, 6, 7, 8, 9, 13, 14, 15, 19, 20, 22, 23, 24, 28, 29, 31, 32, 35, 38, 40, 41, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 61, 62, 63, 65, 69, 70, 71, 72, 73, 74, 75, 79, 80, 81, 86, 87
- **RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text. 1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 19, 20, 21, 22, 23, 24, 28, 29, 31, 32, 35, 38, 40, 41, 44, 46, 47, 51, 52, 54, 61, 62, 79, 80, 81, 86, 87
- **RI.4.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 58, 59, 62, 63, 64, 66, 73, 83, 84

Craft and Structure

- **RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. 1, 4, 13, 14, 15, 20, 23, 28, 32, 44, 45, 48, 51, 58, 65, 66, 70, 71, 72, 73, 74, 75, 79, 80, 81
- **RI.4.5.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 19, 23, 32, 36, 38, 39
- **RI.4.6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. N/A
- **RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 19, 23, 32, 36, 38, 39
- **RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text. 4, 5, 6, 7, 8, 13, 14, 21, 22
- **RI.4.9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 6, 18, 19, 21, 22, 23, 24, 25, 32, 38, 39, 53, 54, 55, 56, 61, 79

Range of Reading and Level of Text Complexity

- **RI.4.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 19, 20, 21, 22, 23, 24, 28, 29, 31, 32, 35, 36, 38, 40, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 61, 62, 63, 65, 66, 69, 70, 71, 72, 73, 74, 75, 79, 80, 81, 82, 86, 87, 88

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Nancy Larson[®] Science

Common Core State Standards: English Language Arts: Writing, Speaking and Listening, Language

Kindergarten

Core Standards in this Strand

Nancy Larson[®] Science K Lessons

Writing

Text Types and Purposes

- **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. 10, 40, 42, 43, 44, 45, 58, 59, 60, 61

Research to Build and Present Knowledge

- **W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 49, 52, 54, 57

Speaking and Listening

Comprehension and Collaboration

- **SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - **SL.K.1a.** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 27, 28
 - **SL.K.1b.** Continue a conversation through multiple exchanges. 26, 27, 28
- **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. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16, 17, 18, 19, 20, 21, 22, 23, 24, 29, 30, 31, 34, 37, 38, 46, 47, 48, 49, 50, 53, 55, 56, 57
- **SL.K.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 27
- **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 1, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 29, 35, 36, 39, 40, 41, 42, 43, 44, 45, 54, 58, 59, 60, 61
- **SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail. 10, 11, 15, 16, 17, 42, 43, 44, 45, 49, 52, 54, 56, 57, 58, 59, 60, 61
- **SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly. 1, 2, 6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61

Core Standards in this Strand

Nancy Larson[®] Science K Lessons

Language

Conventions of Standard English

- **L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - **L.K.1a.** Print many upper- and lowercase letters. 10, 11, 34, 40, 42, 43, 44, 45, 49, 52, 54, 57, 58, 59, 60, 61
 - **L.K.1b.** Use frequently occurring nouns and verbs. 10, 12, 13, 14, 15, 18, 23, 24, 28, 30, 34, 40, 42, 43, 44, 45, 46, 49, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61
 - **L.K.1f.** Produce and expand complete sentences in shared language activities. 16, 17, 29, 40, 42, 43, 44, 45, 51, 58, 59, 60, 61
- **L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - **L.K.2a.** Capitalize the first word in a sentence and the pronoun I. 51
 - **L.K.2d.** Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 9

Knowledge of Language

- **L.K.3.** Begins in grade 2.

Vocabulary Acquisition and Use

- **L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
 - **L.K.5a.** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 13, 14, 18, 23, 33
 - **L.K.5c.** Identify real-life connections between words and their use (e.g., note places at school that are colorful). 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61
- **L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61

Grade One

Core Standards in this Strand

Nancy Larson® Science 1 Lessons

Writing

Text Types and Purposes

- **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. 36

Production and Distribution of Writing

- **W.1.4.** Begins in grade 3.
- **W.1.5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 42, 52, 54, 55, 59, 60, 65, 66

Research to Build and Present Knowledge

- **W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 30, 33, 35, 37, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70
- **W.1.9.** Begins in grade 4.

Range of Writing

- **W.1.10.** Begins in grade 3.

Speaking and Listening

Comprehension and Collaboration

- **SL.1.1.** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - **SL.1.1a.** Participate in discussions and presentations with diverse partners, expressing ideas and opinions clearly about grade 1 topics and texts, responding to others' ideas, asking questions and seeking clarification as needed. 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69
 - **SL.1.1b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69
- **SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1, 20, 21, 22, 26, 30, 33, 35, 37, 40, 41, 43, 44, 45, 48, 49, 51, 52, 53, 54, 55, 59, 61, 63, 64, 65, 66, 67, 68

Presentation of Knowledge and Ideas

- **SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 14, 15, 16, 18, 20, 21, 23, 24, 25, 26, 27, 28, 31, 33, 35, 39, 40, 41, 42, 45, 50, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69
- **SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 2, 3, 4, 5, 6, 9, 10, 11, 12, 14, 16, 17, 18, 20, 21, 25, 26, 27, 28, 30, 33, 35, 36, 37, 40, 41, 42, 44, 45, 51, 55, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70

Core Standards in this Strand

Nancy Larson® Science 1 Lessons

- **SL.1.6.** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) 8, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70

Language

Knowledge of Language

- **L.1.3.** Begins in grade 2.

Vocabulary Acquisition and Use

- **L.1.5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - **L.1.5a.** Demonstrate understanding of figurative language, word relationships, and nuances in general. 2, 3, 4, 5, 6, 20, 21, 23, 40, 41, 43, 44
 - **L.1.5b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 2, 3, 4, 5, 6, 20, 21, 23, 40, 41, 43, 44
 - **L.1.5c.** Identify real-life connections between words and their use (e.g., note places at home that are cozy). 45
- **L.1.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69

Grade Two

Core Standards in this Strand

Nancy Larson® Science 2 Lessons

Writing

Text Types and Purposes

• **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 13, 14, 17, 21, 23, 25, 26, 27, 29, 31, 33, 34, 37, 38, 39, 40, 41, 42, 43, 44, 55, 56, 57, 58, 61, 62, 63, 68, 70, 74, 76, 77, 78

• **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 29, 31, 35, 41, 53

Production and Distribution of Writing

• **W.2.4.** Begins in grade 3.

Research to Build and Present Knowledge

• **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). 38, 60, 78

• **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question. 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 79, 80

• **W.2.9.** Begins in grade 4.

Range of Writing

• **W.2.10.** Begins in grade 3.

Speaking and Listening

Comprehension and Collaboration

• **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

◦ **SL.2.1c.** Ask for clarification and further explanation as needed about the topics and texts under discussion. 66

• **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 54, 55, 56, 57, 58, 59, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 76, 77

Core Standards in this Strand

Nancy Larson® Science 2 Lessons

• **SL.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 50

Language

Conventions of Standard English

• **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

◦ **L.2.1f.** Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 45, 72

• **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

◦ **L.2.2e.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 4, 5

Vocabulary Acquisition and Use

• **L.2.4.** 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.

◦ **L.2.4a.** Use sentence-level context as a clue to the meaning of a word or phrase. 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, 17, 20, 24, 25, 28, 30, 31, 32, 35, 43, 45, 46, 49, 56, 57, 58, 59, 61, 62, 67, 68, 69, 70, 71, 74, 76

◦ **L.2.4b.** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 2, 50

◦ **L.2.4c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 7, 13, 20

◦ **L.2.4d.** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 3, 70

Grade Two *(continued)*

Core Standards in this Strand

Nancy Larson® Science 2 Lessons

• **L.2.5.** Demonstrate understanding of word relationships and nuances in word meanings.

◦ **L.2.5a.** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

5, 6, 7, 11, 12, 13, 14, 25, 28, 30, 31, 32, 35, 42, 43, 45, 47, 48, 49, 50, 53, 54, 56, 57, 58, 59, 60, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 76

• **L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 67, 68, 69, 70, 71, 72, 74, 75, 76, 77

Grade Three

Core Standards in this Strand

Nancy Larson® Science 3 Lessons

Writing

Text Types and Purposes

• **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

◦ **W.3.1a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

◦ **W.3.1b.** Provide reasons that support the opinion.

◦ **W.3.1c.** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

◦ **W.3.1d.** Provide a concluding statement or section.

• **W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

◦ **W.3.2a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

◦ **W.3.2b.** Develop the topic with facts, definitions, and details.

◦ **W.3.2c.** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

◦ **W.3.2d.** Provide a concluding statement or section.

Production and Distribution of Writing

• **W.3.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Research to Build and Present Knowledge

• **W.3.7.** Conduct short research projects that build knowledge about a topic.

1, 4, 14, 15, 16, 21, 22, 24, 31, 32, 34, 35, 36, 38, 41, 42, 46, 47, 48, 50, 53, 55, 56, 61, 64, 69, 78

1, 4, 15, 16, 21, 22, 24, 31, 32, 34, 35, 36, 38, 41, 42, 46, 47, 48, 50, 53, 55, 56, 61, 64, 69, 78

4, 41, 50

4, 21, 41, 50

6, 7, 8, 9, 14, 26, 27, 28, 29, 33, 37, 44, 46, 51, 57, 59, 60, 67, 72, 73, 74, 77

6, 7, 8, 9, 14, 26, 27, 28, 29, 33, 37, 44, 46, 51, 57, 59, 60, 67, 72, 73, 74, 77

6, 9, 74

67, 74

14, 29

14, 26, 37, 38, 67, 74

Core Standards in this Strand

Nancy Larson® Science 3 Lessons

• **W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

• **W.3.9.** Begins in grade 4.

Speaking and Listening

Comprehension and Collaboration

• **SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

◦ **SL.3.1d.** Explain their own ideas and understanding in light of the discussion.

• **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.

Presentation of Knowledge and Ideas

• **SL.3.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

• **SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

Language

Conventions of Standard English

• **L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

◦ **L.3.2a.** Capitalize appropriate words in titles.

2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 21, 22, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 62, 64, 65, 67, 69, 72, 73, 77, 78, 79, 80

1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78

1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 17, 18, 21, 24, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 54, 55, 56, 57, 58, 59, 61, 62, 64, 65, 67, 68, 69, 70, 75, 76, 77, 78

14, 74

1, 2, 3, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 64, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78

14, 74

Grade Three *(continued)*

Core Standards in this Strand

◦ **L.3.2e.** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

Vocabulary Acquisition and Use

• **L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

◦ **L.3.4a.** Use sentence-level context as a clue to the meaning of a word or phrase.

2, 3, 4, 6, 9, 12, 13, 15, 17, 18, 21, 24, 25, 29, 30, 31, 32, 33, 34, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 50, 53, 54, 55, 57, 58, 59, 61, 62, 64, 67, 68, 69, 70, 74, 75, 76, 77, 78

◦ **L.3.4b.** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

1, 3, 4, 21, 29, 37, 38, 39, 42, 45, 53, 61, 67, 74

◦ **L.3.4c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

2, 8, 18, 43, 55, 75

• **L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

◦ **L.3.5b.** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

4, 6, 7, 8, 9, 14, 15, 16, 21, 22, 24, 26, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 44, 45, 46, 47, 48, 50, 53, 55, 56, 57, 59, 60, 62, 64, 67, 69, 77, 78

◦ **L.3.5c.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

2, 53, 55

L.3.6. 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., After dinner that night we went looking for them).

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80

Grade Four

Core Standards in this Strand

Nancy Larson® Science 4 Lessons

Writing

Text Types and Purposes

- **W.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - **W.4.1a.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - **W.4.1b.** Provide reasons that are supported by facts and details. 1, 2, 5, 14, 15, 20, 21, 29, 31, 35, 45, 58, 62, 64, 65, 66, 70, 71, 74, 85
 - **W.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - **W.4.2a.** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 25, 52, 58, 79
 - **W.4.2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 25, 30, 39, 52, 58
 - **W.4.2c.** Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 1
 - **W.4.2d.** Use precise language and domain-specific vocabulary to inform about or explain the topic. 5, 6, 7, 8, 12, 18, 19, 20, 21, 23, 25, 30, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 62, 69, 73, 75, 77, 78, 82, 83, 85, 88, 90, 91
 - **W.4.2e.** Provide a concluding statement or section related to the information or explanation presented. 15, 52

Production and Distribution of Writing

- **W.4.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 15, 52

Research to Build and Present Knowledge

- **W.4.7.** Conduct short research projects that build knowledge through investigation of different aspects of a topic. 15, 25, 30, 39, 52, 58
- **W.4.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 15, 25, 30, 39, 52, 58

Core Standards in this Strand

Nancy Larson® Science 4 Lessons

Speaking and Listening

Comprehension and Collaboration

- **SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - **SL.4.1c.** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39, 40, 41, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72, 73, 74, 75, 76, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89
 - **SL.4.1d.** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 28, 29, 30, 31, 32, 35, 36, 37, 38, 39, 40, 41, 44, 45, 46, 47, 48, 51, 52, 53, 54, 55, 56, 57, 58, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72, 73, 74, 75, 76, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89
- **SL.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3, 4, 5, 9, 13, 15, 18, 22, 23, 24, 29, 32, 38, 41, 48, 52, 53, 54, 58, 62, 70, 72, 73, 74, 75, 80, 87

Presentation of Knowledge and Ideas

- **SL.4.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 58
- **SL.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 25, 30, 39, 58

Language

Conventions of Standard English

- **L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - **L.4.2d.** Spell grade-appropriate words correctly, consulting references as needed. 76

Grade Four *(continued)*

Core Standards in this Strand

Nancy Larson® Science 4 Lessons

Vocabulary Acquisition and Use

• **L.4.4.** 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.

◦ **L.4.4a.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

1, 4, 5, 6, 7, 8, 9, 12, 13, 14, 18, 20, 21, 22, 24, 28, 29, 31, 32, 38, 40, 44, 45, 46, 47, 48, 51, 52, 53, 54, 58, 61, 62, 63, 65, 66, 69, 70, 71, 72, 73, 74, 75, 79, 80, 81, 82, 86, 87, 88

◦ **L.4.4b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

1, 2, 12, 13, 25, 28, 32, 36, 37, 52, 75

• **L.4.6.** 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., wildlife, conservation, and endangered when discussing animal preservation).

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91