How the World Works – Habitat Adventures

ELA Standards	
	LAFS.1.RL.2.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	LAFS.1.RI.2.5 - Know and use various text features to locate key facts or information in a text.
	LAFS.1.RI.2.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	LAFS.1.RI.1.2 - Identify the main topic and retell key details of a text.
	LAFS.1.RI.1.1 - Ask and answer questions about key details in a text.
	LAFS.1.RL.3.9 - Compare and contrast the adventures and experiences of characters in stories.
	LAFS.1.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Print all upper- and lowercase letters.
	b. Use common, proper, and possessive nouns.
	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
	e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
	f. Use frequently occurring adjectives.
	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	h. Use determiners (e.g., articles, demonstratives).
	i. Use frequently occurring prepositions (e.g., during, beyond, toward).
	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	LAFS.1.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Capitalize dates and names of people.
	b. Use end punctuation for sentences.
	c. Use commas in dates and to separate single words in a series.
	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	LAFS.1.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.
	b. Use frequently occurring affixes as a clue to the meaning of a word.
	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	LAFS.1.L.3.5 - With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.
	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	b. 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).
	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	d. Distinguish shades of meaning among verbs differing in manner (e.g., loo, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
	LAFS.1.L.3.6 - 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., I named my hamster Nibblet because she nibbles too much because she likes that).

LAFS.1.RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Know the spelling-sound correspondences for common consonant digraphs.
    b. Decode regularly spelled one-syllable words.
    c. Know final -e and common vowel team conventions for representing long vowel sounds.
    d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
    e. Decode two-syllable words following basic patterns by breaking the words into syllables.
    f. Read words with inflectional endings.
    g. Recognize and read grade-appropriate irregularly spelled words.

LAFS.1.RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
    a. Read on-level text with purpose and understanding.
    b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LAFS.1.SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    c. Ask questions to clear up any confusion about the topics and texts under discussion.

LAFS.1.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.1.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LAFS.1.SL.2.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LAFS.1.SL.2.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LAFS.1.SL.2.6 - Produce complete sentences when appropriate to task and situation.

LAFS.1.W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Math Standards	**MAFS.1.OA.1.1 -** Use addition and subtraction within 20 to solve word problems, involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1Students are not required to independently read the word problems.)
	 MAFS.1.OA.4.7 - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
	 MAFS.1.OA.4.8 - Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] – 3, 6 + 6 = [].
	 MAFS.1.OA.3.6 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
	 MAFS.1.NBT.1.1 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
	 MAFS.1.NBT.2.2 - Understand that the two digits of a two-digit number represent amounts of tens and ones.
	    a. 10 can be thought of as a bundle of ten ones — called a "ten."
	    b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
	    c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
	    d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).
	 MAFS.1.NBT.2.3 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
	 MAFS.1.NBT.3.5 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Science Standards	**SC.1.N.1.1 -** Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations. **SC.1.N.1.3 -** Keep records as appropriate - such as pictorial and written records - of investigations conducted. **SC.1.N.1.4 -** Ask "how do you know?" in appropriate situations. **SC.1.L.14.2 -** Identify the major parts of plants, including stem, roots, leaves, and flowers. **SC.1.L.14.3 -** Differentiate between living and nonliving things. **SC.1.L.16.1 -** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. **SC.1.L.17.1 -** Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

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Social Studies Standards	**SS.1.E.1.6 -** Identify that people need to make choices because of scarce resources. **SS.1.G.1.2 -** Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes . **SS.1.G.1.6 -** Describe how location, weather, and physical environment affect the way people live in our community. **SS.1.G.1.4 -** Identify a variety of physical features using a map and globe.