



# Prepare with Pedro!

**WILDFIRES**



## Common Core State Standards for English Language Arts and Math, National Health Education Standards, and Next Generation Science Standards

**Grades K-2**

Grade K: Common Core State Standards for ELA <sup>1</sup>	ACTIVITY 1	ACTIVITY 2	TAKE-HOME
<b>READING: INFORMATIONAL TEXT</b>			
<b>Integration of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.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).	✓	✓	✓
<b>WRITING</b>			
<b>Research to Build and Present Knowledge:</b> CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓		✓
<b>SPEAKING &amp; LISTENING</b>			
<b>Comprehension and Collaboration:</b> CCSS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓	✓	✓
CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓
<b>Presentation of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	✓	✓	✓
<b>LANGUAGE</b>			
<b>Vocabulary Acquisition and Use:</b> CCSS.ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	✓	✓	
CCSS.ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	✓	✓	✓

<sup>1</sup> © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Grade K: Common Core State Standards for Math <sup>1</sup>	ACTIVITY 1	ACTIVITY 2	TAKE-HOME
<b>MEASUREMENT &amp; DATA</b>			
<b>Describe and compare measurable attributes.</b> CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	✓		
CCSS.MATH.CONTENT.K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.	✓	✓	✓
<b>GEOMETRY</b>			
<b>Identify and describe shapes.</b> CCSS.MATH.CONTENT.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	✓	✓	✓
<b>Grade 1: Common Core State Standards for ELA<sup>1</sup></b>			
<b>READING: INFORMATIONAL TEXT</b>			
<b>Craft and Structure:</b> CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓	✓	
CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	✓	✓	✓
<b>Integration of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	✓	✓	✓
<b>WRITING</b>			
<b>Research to Build and Present Knowledge:</b> CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓		✓
<b>SPEAKING &amp; LISTENING</b>			
<b>Comprehension and Collaboration:</b> CCSS.ELA-LITERACY.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.	✓	✓	✓
CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓
<b>Presentation of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓	✓	✓
<b>LANGUAGE</b>			
<b>Vocabulary Acquisition and Use:</b> CCSS.ELA-LITERACY.L.1.4 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.	✓	✓	
CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	✓	✓	✓

Grade 1: Common Core State Standards for Math <sup>1</sup>	ACTIVITY 1	ACTIVITY 2	TAKE-HOME
<b>MEASUREMENT &amp; DATA</b>			
<b>Measure lengths indirectly and by iterating length units.</b> CCSS.MATH.CONTENT.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.		✓	✓
<b>Represent and interpret data.</b> CCSS.MATH.CONTENT.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	✓		
<b>Grade 2: Common Core State Standards for ELA<sup>1</sup></b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>	<b>TAKE-HOME</b>
<b>READING: INFORMATIONAL TEXT</b>			
<b>Key Ideas and Details:</b> CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	✓	✓	
<b>Craft and Structure:</b> CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	✓	✓	
<b>Integration of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	✓	✓	✓
<b>WRITING</b>			
<b>Research to Build and Present Knowledge:</b> CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓
<b>SPEAKING &amp; LISTENING</b>			
<b>Comprehension and Collaboration:</b> CCSS.ELA-LITERACY.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.	✓	✓	✓
CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓
<b>LANGUAGE</b>			
<b>Vocabulary Acquisition and Use:</b> CCSS.ELA-LITERACY.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.	✓	✓	
CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	✓	✓	✓

Grade 2: Common Core State Standards for Math <sup>1</sup>	ACTIVITY 1	ACTIVITY 2	TAKE-HOME
<b>MEASUREMENT &amp; DATA</b>			
<p><b>Measure and estimate lengths in standard units.</b></p> <p>CCSS.MATH.CONTENT.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>CCSS.MATH.CONTENT.2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>CCSS.MATH.CONTENT.2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>		

<sup>1</sup> © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Grades K-2: Next Generation Science Standards <sup>2</sup>	ACTIVITY 1	ACTIVITY 2	TAKE-HOME
<p><b>2-ESS1-1. Earth's Place in the Universe</b> Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p>	✓	✓	✓
<p><b>ESS2.B: Plate Tectonics and Large-Scale System Interactions</b> Maps show where things are located. One can map the shapes and kinds of land and water in any area.</p>		✓	✓
<p><b>ESS3.B: Natural Hazards</b> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p>		✓	✓
<p><b>ETS1.A: Defining and Delimiting an Engineering Problem</b> Asking questions, making observations, and gathering information are helpful in thinking about problems.</p>	✓	✓	✓

<sup>2</sup> NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

Grades K-2: National Health Education Standards <sup>3</sup>	ACTIVITY 1	ACTIVITY 2	TAKE-HOME
<p><b>Standard 2</b></p> <p>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>2.2.1</b> Identify how the family influences personal health practices and behaviors.</p> <p><b>2.2.3</b> Describe how the media can influence health behaviors.</p>	✓	✓ ✓	✓ ✓
<p><b>Standard 3</b></p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <p><b>3.2.1</b> Identify trusted adults and professionals who can help promote health.</p>	✓	✓	✓
<p><b>Standard 4</b></p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.2.3</b> Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.</p>	✓	✓	✓
<p><b>Standard 5</b></p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.2.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	✓ ✓	✓ ✓	✓ ✓
<p><b>Standard 6</b></p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.2.1</b> Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>6.2.2</b> Identify who can help when assistance is needed to achieve a personal health goal.</p>	✓ ✓	✓ ✓	✓ ✓
<p><b>Standard 7</b></p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.2.2</b> Demonstrate behaviors that avoid or reduce health risks.</p>	✓	✓	✓
<p><b>Standard 8</b></p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>8.2.1</b> Make requests to promote personal health.</p>	✓	✓	✓

<sup>3</sup> Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society.