Wisconsin Science Standards

K-2:

SCI.PS3.C.K	Bigger pushes and pulls cause bigger changes in an object's motion or shape.
SCI.ESS3.A.K	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
SCI.ESS3.C.K	Things people do can affect the environment but they can make choices to reduce their impacts.

3-5:

SCI.CC5.3-5	Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.
SCI.PS2.B.3	Some forces act through contact, some forces (e.g. magnetic, electrostatic) act even when the objects are not in contact.
SCI.PS3.A.4	Moving objects contain energy. The faster the object moves, the more energy it has.
SCI.PS3.B.4	Energy can be moved from place to place by moving objects, or through sound, light or electrical currents. Energy can be converted from one form to another form.
SCI.ESS3.A.4	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not.
SCI.ESS3.C.5	Societal activities have had major effects on the land, ocean, atmosphere and even outer space. Societal activities can also help protect Earth's resources and environments.

Wisconsin Social Studies Standards

K-2:

SS.Inq5.a.e	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national and/or global implications.
SS.Geog3.a.1	Analyze how different access to resources can create stress in a society.
SS.Geog5.a.1	Provide examples of human changes to the environment surrounding the school or neighborhood.
SS.Geog5.b.2	Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

3-5:

SS.Inq5.a.i	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national and/or global implications.
SS.Geog3.a.5	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national and global level.
SS.Geog5.a.3-4	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.
SS.Geog5.b.5	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).

Wisconsin ELA Standards

K-2:

R.K.1	With prompting and support, develop and answer questions about a text. (RI&RL)

K-2 (cont.):

R.1.1	Develop and answer questions about key ideas and details in a text. (RI&RL)
R.2.1	Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)
R.K.2	With prompting and support, retell stories (RL); share key details from a text. (RI)
R.1.2	Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL)
R.2.2	Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)
R.K.3	With prompting and support, identify characters, settings and important events in a story or pieces of information in a text. (RI&RL)
R.1.3	Describe characters, settings and important events in a story or pieces of information in a text. (RI&RL)
R.2.3	Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts or a series of events. (RI)
R.K.4	With prompting and support, identify specific words that express feelings or content-specific words within a text. (RI&RL)
R.1.4	Identify specific words and phrases that express feeling, appeal to the senses or content-specific words within a text. (RI&RL)
R.2.4	Explain how specific words and phrases express feelings, appeal to the senses or determine the meaning of content-specific words within a text. (RI&RL)
R.K.5	Identify literary and informational texts. (RI&RL)
R.1.5	Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)
R.2.5	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)

K-2 (cont.):

R.K.6	Define the role of the author and the illustrator in presenting the ideas in a text. (RI&RL)
R.1.6	Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)
R.2.6	Identify examples of how illustrations, text features and details support the point of view or purpose of the text. (RI&RL)
R.K.7	With prompting and support, describe the relationship between illustrations and the text. (RI&RL)
R.1.7	Use illustrations and details in literary and informational texts to discuss story elements or topics. (RI&RL)
R.2.7	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
R.K.8	With prompting and support, identify specific information to support ideas in a text. (RI)
R.1.8	Identify specific information an author or illustrator gives that supports ideas in a text. (RI)
R.2.8	Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)

3-5:

R.3.1	Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)
R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly or implicitly and make logical inferences. (RI&RL)
R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly or implicitly and make logical inferences. (RI&RL)
R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL)

3-5(cont.):

R.4.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
R.3.3	Describe a character (traits, motivations, feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
R.4.3	Describe a character (traits, motivations, feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
R.5.3	Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas or concepts based on specific evidence from the text. (RI)
R.3.4	Determine the meaning of words, phrases, figurative language and academic and content-specific words within a text. (RI&RL)
R.4.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words within a text. (RI&RL)
R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words and analyze their effect on meaning, tone and mood within a text. (RI&RL)
R.3.5	Identify parts of stories, dramas and poems using terms such as chapter, scene and stanza. (RL) Identify and use text features to build comprehension. (RI)
R.4.5	Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) Identify the overall structure using terms such as sequence, comparison, cause and effect and problem and solution. (RI)

3-5(cont.):

R.5.5	Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama or poem. (RL) Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause and effect and problem and solution. (RI)
R.3.6	Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)
R.4.6	In literary text, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational text, compare and contrast a primary and secondary source on the same event or topic. (RI)
R.5.6	In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
R.3.7	Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting or determine where, when, why and how key events occur). (RI&RL)
R.4.7	Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
R.5.7	Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts. (RI&RL)
R.3.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
R.4.8	Explain how claims in a text are supported by relevant reasons and evidence. (RI)
R.5.8	Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI)

3-5(cont.):

R.3.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events and situations. (RI&RL)
R.4.9	Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events and situations. (RI&RL)
R.5.9	Make informed judgments about quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras and personal experiences. (RI&RL)