

AGENTS OF



California Science Standards

K-2:

No relevant standards found.

3-5:

- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.

California Health Education Standards

K-2:

Kindergarten

- 1.1.S Identify safety rules for the home, the school and the community.
- 8.1.M Encourage others when they engage in safe and healthy behaviors.

1st Grade

- 1.1.S Describe characteristics of safe and unsafe places.
- 1.3.S Discuss the meaning of basic safety-related signs, symbols and warning labels.
- 1.4.S Identify safety hazards in the home, at school and in the community.
- 1.5.S Identify ways to reduce risk of injuries at home, at school and in the community.
- 7.1.S Practice ways to stay safe at home, at school and in the community.
- 7.2.S Practice emergency, fire and safety plans at home and at school.
- 8.1.S Encourage others to practice safe behaviors in the classroom and on the playground.

2nd Grade

No relevant health standards found.

3-5:

3rd Grade

No relevant health standards found.

3-5(cont.):

4th Grade

- 1.1.S Describe safety hazards, including those related to fire, water, dangerous objects, being home alone and using the Internet.
- 1.16.S Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground and from falls.
- 7.4.S Follow safety rules and laws at home, at school and in the community.
- 8.1.S Encourage specific measures to improve home or school safety.

5th Grade

- 1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, handwashing, hearing protection and toothbrushing and tooth flossing).

California ELA Standards

K-2:

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

K-2 (cont.):

- 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)
- 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)

K-2 (cont.):

- 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)
- 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)

3-5(cont.):

- 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)
- 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)

3-5(cont.):

- 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)
- 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)