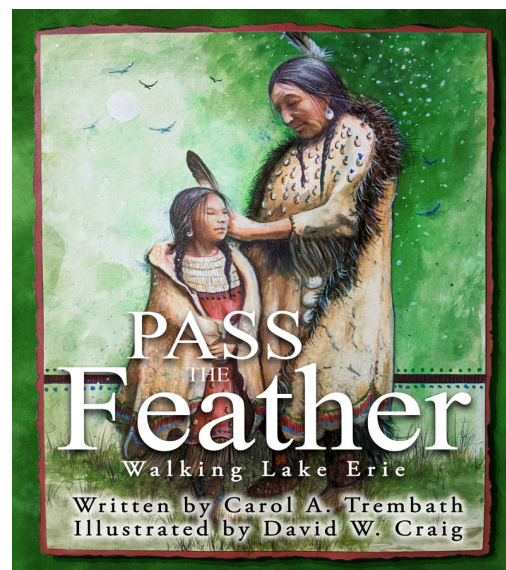
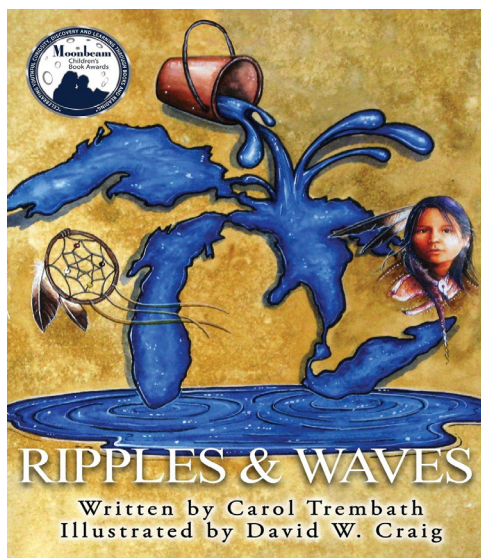
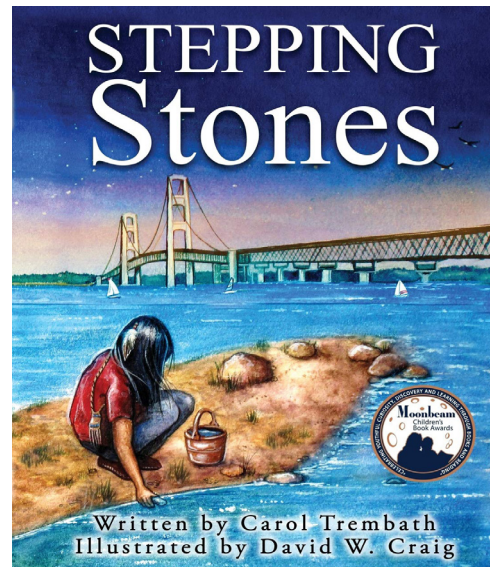
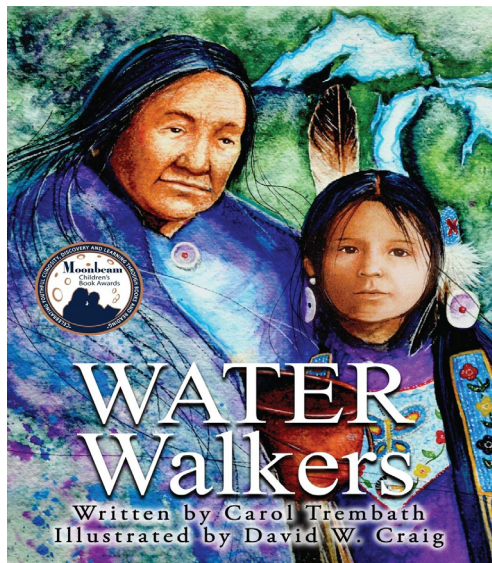


# THE WATER WALKER SERIES

Written by Carol Trembath  
Illustrated by David W. Craig  
Published by Lakeside Publishing



Guide created by  
Debbie Gonzales, MFA



## Table of Contents

About the books .....	3
About the author - Carol Trembath.....	3
About the illustrator - David W. Craig.....	3
<b>WATER WALKERS</b>	
Discussion.....	4
Matching List: Vocabulary.....	5
Matching List: Vocabulary Answers.....	6
The Four Directions: Compare & Contrast.....	7
<b>STEPPING STONES</b>	
Discussion.....	12
Word Scramble: Vocabulary .....	13
Word Scramble: Vocabulary Answers.....	14
The Four Stones: Compare & Contrast.....	15
<b>RIPPLES &amp; WAVES</b>	
Discussion.....	8
Word Scramble: Vocabulary .....	9
Word Scramble: Vocabulary Answers.....	10
The Four Directions of the Medicine Wheel: Compare & Contrast .....	11
<b>PASS THE FEATHER</b>	
Discussion.....	16
Crossword Puzzle: Vocabulary .....	17
Crossword Puzzle: Vocabulary Answers.....	18
Four Sacred Medicines: Compare & Contrast.....	19
Common Core State Anchor Standards Alignment .....	20
Next Generation Science Standards Alignment.....	21



## About the books:

*The Water Walkers* series focuses on Mai, a fictitious Ojibway girl whose family members and other Native activists walk around the Great Lakes to bring awareness about the condition of the water. Though fiction, the story is based on the Mother Earth Walkers, a real-life group of Native women who circumnavigate the lakes on foot in efforts to communicate the need to be good stewards of the natural resources bestowed by Mother Earth. The book series addresses issues of the Native populations, clean water, climate change, activism, and a reverence for the Great Lakes.



## About the author - Carol Trembath:

Born and raised in the Great Lakes State of Michigan, Carol Trembath has made water her focus. Carol has been an educator, librarian, and media specialist. She earned a Master's Degree in Library and Information Science from Wayne State University and received a Master's in Educational Technology from Michigan State University. Her initial degree was from Western Michigan University, majoring in English. Carol's books have won the Eric Hoffer Eye of DaVinci Award for their artwork and were honored as a finalist for the Eric Hoffer Grand Prize. At the Traverse City Moonbeam Awards, her books have won a bronze medal in the category of Multicultural and a silver medal in Best in Series. These books can now be seen in three of Michigan's National Parks: Sleeping Bear Dunes, Keweenaw, and Isle Royale. Learn more about Carol and her many projects at [caroltrembath.com](http://caroltrembath.com).

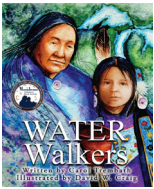


## About the illustrator - David W. Craig:

David W. Craig has done freelance work for national parks and for various commercial organizations, but currently, he focuses full time on his own style of painting. David earned a degree in art from the Seattle Art Institute. Watercolor, mixed media, sculpturing, and leather work are some of his mediums. An enrolled Chippewa (Ojibway), David lives near the foothills of Mount Rainer.







# WATER WALKERS

## Discussion

*“Our sacred water is in trouble. We will walk long distances with water in our copper pail and pray for the water with each step. We will circle the lakes to protect them for our children and our grandchildren (pg. 4).”*

*“Even little people can do great things (pg. 13).”*

*“It can begin with you (pg. 27).”*

- The word *sacred* means blessed, holy, and divine. Explain how the water of Lake Superior is considered to be sacred. Why is the water so special?
- Examine Mia’s relationship with her grandmother. Consider how Grandmother’s reverence for the sacred water influenced Mia’s desire to join in the long journey walking around Lake Superior.
- Though Winona and Uncle expressed that Mia was too young to walk with them. Grandmother stated that she should join in. Identify reasons why Grandmother expressed confidence in Mia’s abilities.
- List ways that “little people” can do great things.
- Discuss how small acts such as conserving water at the water faucet or picking up water bottles contribute to the greater good for all living things.
- Do you believe that little people can do great things? Explain your answer.
- Discuss how learning to act, think, and observe the world as the animals do helps Mia to better understand the need to care for the Earth.
- In the story, Mia gained a deeper appreciation and awareness for the beauty of the natural world as well as the environmental dangers it faces. How about you? What did you learn as a result of walking around the shores of Lake Superior with Mia and her family?

**Additional resources:**

Dedication Page ..... 1

About the Water Walkers ..... 2

Words to Know ..... 31-32

Cross-Curriculum Activities ..... 33-34

10 Things you can Do to Protect the Earth ..... 35-36

    Save Earth’s Natural Resources

    Stop Using Plastic

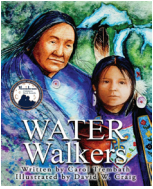
    Reduce, Reuse, Recycle

    Respect Planet Earth and Slow Down Climate Change

Resources ..... 37-38

Map of Water Walkers’ Journey Around Lake Superior ..... 41





## WATER WALKERS

### Matching List: Vocabulary

*Draw a line from the terms on the right with its matching definition on the left.*

biodegradable

The addition of harmful substances or toxic waste to natural water

Four Directions

The protection of animals, plants, and natural resources

hibernate

Native people see the world as having four direction, each with an associated color and meaning

water pollution

An increase of the average temperature of the Earth's atmosphere

pollution

Materials that can be broken down by natural processes

landfill

The natural world around us

global warming

A dumping area where large amounts of waste are deposited

environment

A form of oxygen high in the atmosphere protecting the Earth from ultraviolet rays

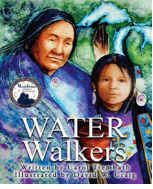
ozone

Harmful substances released into the air or water supply

conservation

To be in a dormant or inactive state during a cold period, especially during the winter





# WATER WALKERS

## Matching List Answers

*Draw a line from the terms on the right with its matching definition on the left.*

biodegradable

Four Directions

hibernate

water pollution

pollution

landfill

global warming

environment

ozone

conservation

The addition of harmful substances or toxic waste to natural water

The protection of animals, plants, and natural resources

Native people see the world as having four direction, each with an associated color and meaning

An increase of the average temperature of the Earth's atmosphere

Materials that can be broken down by natural processes

The natural world around us

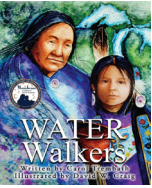
A dumping area where large amounts of waste are deposited

A form of oxygen high in the atmosphere protecting the Earth from ultraviolet rays

Harmful substances released into the air or water supply

To be in a dormant or inactive state during a cold period, especially during the winter





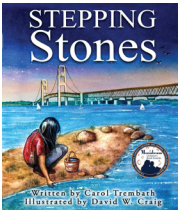
## WATER WALKERS

### The Four Directions: Compare & Contrast

*Each book in The Water Walker series explores four sacred aspects of the Native ancestral stories. WATER WALKERS highlights the Four Directions, as featured in the designated spaces in the graphic organizer below. Instruct students to illustrate a scene from WATER WALKERS in which each of the Four Directions were presented. Have them write a short essay exploring the connectivity, importance, and contribution each of the Four Directions provide to care for the Earth, Mia, and her people. Encourage students to share their work with the class.*

<p style="text-align: center;"><b>North</b> <i>Red</i></p>	<p style="text-align: center;"><b>East</b> <i>Yellow</i></p>
<p style="border: 1px solid black; padding: 5px;">Lake Superior</p>	
<p style="text-align: center;"><b>South</b> <i>White</i></p>	<p style="text-align: center;"><b>West</b> <i>Black</i></p>





# STEPPING STONES

## Discussion

*“Mia, don’t let the actions of others frighten you. We belong here (pg.19).”*

- Consider the scene in which the Native people were treated cruelly by passengers driving by in a car. Explain why the passengers insulted Mia’s family in this way.
- Grandmother consoled Mia by assuring her that, “We belong here.” To *belong* means to feel acceptance, loyalty, and kinship. Where does Mia’s sense of belonging come from? Grandmother’s love? Her family? Mother Earth? Explain your answer.

*“Just like the turtle, we cannot separate ourselves from our home – Mother Earth. She will care for us as long as we care for her (pgs. 23-24).”*

- List the ways that Mother Earth cares for us.
- Determine ways that we can care for Mother Earth.
- Like the ancestor’s story about the Great Turtle, examine the phrase, “We cannot separate ourselves from our home.” Explore the notion that we are always connected to Mother Earth and to each other.

*“Grandmother, I will remember the glow of the moonstone, the turtle of the greenstone, the fossils of the Petoskey stone, and the picture stories of the lightning rock (pg. 33).”*

- Mia delights in the sacred stories of her ancestors. Grandmother suggests that Mia might become a story-teller and share her experiences with the Water Walkers. If so, what story would she tell about the passengers in the car? How would that story end?
- How would she relate the story of the Great Turtle as part of her journey walking around Lake Michigan with her people?
- What of the stones she discovered along the way? How would she include them as part of her stories?
- How would she describe the feelings of belonging, protection, and gratitude?

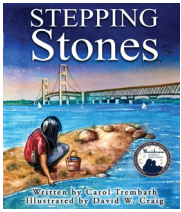
---

### **Additional resources:**

Dedication Page .....	1
About the Water Walkers .....	2
Words to Know .....	36-37
Cross-Curriculum Activities .....	38-39
“Rocks and minerals; the oldest storytellers.” .....	40-41
10 Things You Can Do to Protect the Earth.....	42-43
Resources .....	44-45
Map of the Lake Michigan.....	48







## STEPPING STONES

Word Scramble: Vocabulary

*Unscramble the letters on the left to spell words featured in the glossary.*

IASABNHIEAN

---

NRUHEEEOGS CETEFF

---

BLALOG RMWAING

---

REEATBIHN

---

OEINANSCVRTO

---

ETREH RSSEITS

---

EALOG SFFAT

---

MIEIWNDWI

---

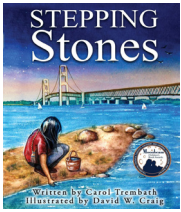
UCOCNLI FO HREET SFIRE

---

ODNIESGU

---





## STEPPING STONES

### Word Scramble Answers

*Unscramble the letters on the left to spell words featured in the glossary.*

IASABNHIEAN

ANISHINAABE

NRUHEEEOGS CETEFF

GREENHOUSE EFFECT

BLALOG RMWAING

GLOBAL WARMING

REEATBIHN

HIBERNATE

OEINANSCVRTO

CONSERVATION

ETREH RSSEITS

THREE SISTERS

EALEG SFFAT

EAGLE STAFF

MIEIWNDWI

MIDEWIWIN

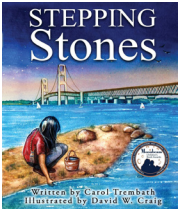
UCOCNLI FO HREET SFIRE

COUNCIL OF THREE FIRES

ODNIIESGU

INDIGEOUS





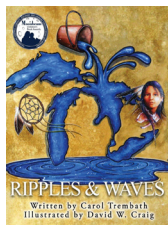
## STEPPING STONES

### Four Stones: Compare & Contrast

*Each book in The Water Walker series explores four sacred aspects of the Native ancestral stories. STEPPING STONES highlights The Four Stones, as featured in the designated spaces in the graphic organizer below. Instruct students to illustrate a scene from STEPPING STONES in which each of The Four Stones were presented. Have them write a short essay exploring the connectivity, importance, and contribution each of The Four Stones provide to care for the Earth, Mia, and her people. Encourage students to share their work with the class.*

<b>Moonstone</b>	<b>Petoskey Stone</b>
<b>Lake Michigan</b>	
<b>Lightning Rock</b>	<b>Greenstone</b>





## RIPPLES & WAVES

### Discussion

*“We are sending out ripples and waves of friendship along the Great Lakes. Our message is not for just indigenous people. We will watch and see how far these blue ripples go (pg. 9).”*

- Define the word *friendship*. Tell what the word means to you.
- Have you ever observed how a stone dropped in a lake creates ripples on the water?
- Grandmother explains that ripples and waves of friendship are to be extended beyond their Native families. Why is it important to extend waves of friendship to others? How does doing so support the water conservation efforts of the Ojibway people?

*“Why don’t we make dreamcatchers and give them to boys and girls at the Eastern doorway? It might be a way to make new friends (pg. 17).”*

- Dreamcatchers are filters for dreams, sending good dreams to the sleeper while guarding against bad ones. Consider how making dreamcatchers for others would be thoughtful expressions of friendship.
- Mai and Kaiya’s dreamcatchers are unique and different. Discuss how being different is beneficial in both making dreamcatchers, as well as being an individual and a friend.

*“Like your dreamcatcher’s web, there are no straight lines in nature. Life presents many turns in the road and it is sometimes hard to walk in new shoes. Build friendship and honor the water (pg. 33).”*

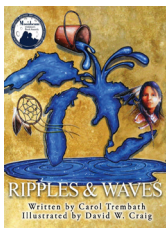
- Consider how the winding, twisted threads of the dreamcatcher symbolize changes that take place in nature.
- Determine why it is important for all people, Native and non-native, to share in the commitment to care for the environment.
- Examine ways that honoring the water can help to build friendships.

---

### **Additional resources:**

Dedication Page .....	1
About the Water Walkers .....	2
Make a Dream Catcher .....	36-37
Words to Know .....	38-39
10 Things You Can Do to Protect the Earth.....	40-41
Resources .....	42-43
Books .....	44
Cross-Curriculum Activities: Literary, Diversity, Friendship.....	45-47
Map of the Lake Huron Water Walk 2005 .....	50





## RIPPLES & WAVES

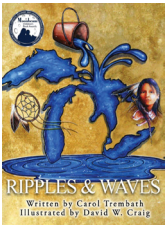
Word Search: Vocabulary

F E G Y K F Z M T J T G K K F T P E A L D T O C F T S F Y L  
 B G J N I H C D M P N L A X L R E L B E B I L U M V M Y I Z  
 O O V H W A Q L P V O D W R M T Y K L Q A H I R F K I P M M  
 E M D M U S O W A X T V W Q R U Q F R P Q R Z N Y V D F L U  
 R C Q H Z G F E C R A D L E B O A R D A A S U L O G E Y Q Z  
 W N C M F K O U W H T E T E K R C T W G H D C H P O W D Y P  
 J D T Q V G P U C D W Y Y H C O E O Y D C D L X Z W I O M U  
 W W Y G P M B H I B R H E Z K W W C Q T L V U F J P W X G R  
 E B K V E S A Y K N C E J O R J M V Y Q T V D B C P I U I K  
 L S V B N C F G J N D S A Z I C H A Z C Y R F B V Y N A R Y  
 O F B D Z K P S B O E I I M J Y P X L Z L M C X Y G U W A T  
 O T O Q O W C U G O L V G Q C U M E W Y I I E N Z K D S N B  
 E T B U B Y T H Z F E D Q E M A R G S W H L N R N B F F B X  
 M U U M R Y P H P A K R J G N X T E Y P F M S G K S K P Z R  
 C E U R E D E T A I O R O K T O W C V F U P K U T G S M R P  
 M N U R T G I G U N T P I E C V U T H R R S H B G E J M P K  
 Q G W B S L V R M A I Q L F C O T S S E V E N T H F I R E B  
 Z G W H Q P E I E N W S K I L L N A I P R H O P N I D J T L  
 A Q R X E O P I N C A A H S J Y R S H P W K X D I W I R T F  
 I V D Q K L N F S N T H T I T Q I Z E J M P L Y E F C S A X  
 Y D R S U J D L U L J I X E N P W G G R E V O D N B D Z J J  
 W J G S X X N E I H A B O Z R A O R J H V A S D Y J Q L C X  
 M F Y F E S O Y R P I N A N Q C A C L J N A L R K F F Q H K  
 X Q P B H R P P Q H V R D D S E Y B G O X B T F Z S T N S T  
 G P R W Y B Q Y Y E U O J H Y Q I C E J B H N I N W N U H H  
 Y T K D S B C Z Q N W Q X K L K R E L X I X A G O P I I G M  
 N T E A G L E S T A F F U G S S J H P E K U O Z Y N A G A K  
 B T H K Y K U T H R E E S I S T E R S R O Y Y F D T V H S N  
 P Q S B I O D E G R A D A B L E V D X D N E Z T Q C F Q X J  
 O N L U M K K X E N N D B X T C M V U Q B O M S K M K Q B N

Four Directions	biodegradable	dreamcatcher
conservation	Turtle Island	Three Sisters
cradleboard	Anishinaabe	indigenous
water cycle	Eagle Staff	recycling
Seventh Fire	elder	Midewiwin





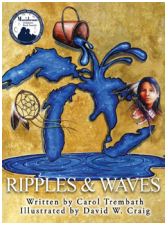


## RIPPLES & WAVES Word Search Answers

F E G Y K F Z M T J T G K K F T P E A L D T O C F T S F Y L  
 B G J N I H C D M P N L A X L R E L B E B I L U M V M Y I Z  
 O O V H W A Q L P V O D W R M T Y K L Q A H I R F K P M M  
 E M D M U S O W A X T V W Q R U Q F R P Q R Z N Y V D F L U  
 R C Q H Z G F E C R A D L E B O A R D A A S U L O G E Y Q Z  
 W N C M F K O U W H T E T E K R C T W G H D C H P O W D Y P  
 J D T Q V G P U C D W Y Y H C O E O Y D C D L X Z W O M U  
 W W Y G P M B H I B R H E Z K W W C Q T L V U F J P W X G R  
 E B K V E S A Y K N C E J O R J M V Y Q T V D B C P U I K  
 L S V B N C F G J N D S A Z I C H A Z C Y R F B V Y N A R Y  
 O F B D Z K P S B O E I I M J Y P X L Z L M C X Y G U W A T  
 O T O Q O W C U G O L V G Q C U M E W Y I I E N Z K D S N B  
 E T B U B Y T H Z F E D Q E M A R G S W H L N R N B F F B X  
 M U M P R Y P H P A K R J G N X T E Y P F M S G K S K P Z R  
 C E U P E D E T A I O R O K T O W C V F U P K U T G S M R P  
 M N U R T G I G U N T P I E S V T H R R S H B G E J M P K  
 Q G W B S L V R M A I Q L F C O T S S E V E N T H F I R E B  
 Z G W H Q P E I E N W S K I L L N A I P R H O P N I D J T L  
 A Q R X E O P I N C A A H S J Y R S H P W K X D I W I R T F  
 I V D Q K L N F S N T H T I T Q I Z E J M P L Y E F C S A X  
 Y D R S U J D L U L J I X E N P W G G R E V O D N B D Z J J  
 W J G S X X N E I H A B O Z P A O R J H V A S D Y J Q L C X  
 M F Y F E S O Y R P I N A N Q C A C L J N A L R K F F Q H K  
 X Q P B H R P P Q H V R D D S E Y B G O X B T F Z S T N S T  
 G P R W Y B Q Y Y E U O J H Y Q I C E J B H N I N W N U H H  
 Y T K D S B C Z Q N W Q X K L K R E L X I X A G O P I I G M  
 N T E A G L E S T A F F U G S S J H P E K U O Z Y N A G A K  
 B T H K Y K U T H R E E S I S T E R S R O Y Y F D T V H S N  
 P Q S B I O D E G R A D A B L E V D X D N E Z T Q C F Q X J  
 O N L U M K K X E N N D B X T C M V U Q B O M S K M K Q B N

- |                 |               |               |
|-----------------|---------------|---------------|
| Four Directions | biodegradable | dreamcatcher  |
| conservation    | Turtle Island | Three Sisters |
| cradleboard     | Anishinaabe   | indigenous    |
| water cycle     | Eagle Staff   | recycling     |
| Seventh Fire    | elder         | Midewiwin     |





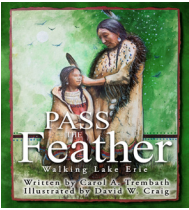
## RIPPLES & WAVES

### The Four Directions of the Medicine Wheel: Compare & Contrast

*Each book in The Water Walker series explores four sacred aspects of the Native ancestral stories. RIPPLES & WAVES highlights the Four Directions of the Medicine Wheel, as featured in the designated spaces in the graphic organizer below. Instruct students to illustrate a scene from RIPPLES & WAVES in which each of the Four Directions of the Medicine Wheel were presented. Have them write a short essay exploring the connectivity, importance, and contribution each of the Four Directions of the Medicine Wheel provide to care for the Earth, Mia, and her people. Encourage students to share their work with the class.*

<b>Sea Shell - Water</b>	<b>Stone - Earth</b>
<div style="border: 2px solid black; padding: 5px; display: inline-block;">Lake Huron</div>	
<b>Feather - Air</b>	<b>Red Cloth - Fire</b>





## PASS THE FEATHER

### Discussion

*“Mia, everything on Mother Earth has a gift from the Creator, but each carries a responsibility (pg. 25).”*

*“We are story-makers, not just storytellers (pg. 27).”*

*“I will join with others and be a messenger. I will pass the feather and speak for the water (pg. 35).”*

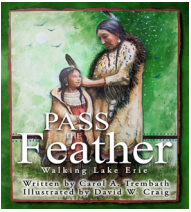
- The word *responsibility* means authority, leadership, and duty. Grandmother is suggesting that the gifts given by the Creator contain special powers to make a difference in the lives of others. Consider the members of Mia’s family. Identify the gifts each member possesses.
- The ancestral stories told by Mia’s family members are symbols of life lessons from the Creator. *Symbols* are representations of values, characters, and truth. Examine the symbols represented in the phrase “Pass the feather.” What does the feather represent? Explain what the act of “passing” suggests?
- Describe the effect Grandmother’s stories had on Mia. What sorts of things did Mia become more aware of as a result of hearing symbolic stories about gifts, responsibility, character, and love? How was she changed by the power of the stories?
- What does it mean to be a story-maker? How does being a story-maker relate to caring for the sacred water of the Great Lakes? Explain your answer.
- A messenger is someone who shares stories. Is there responsibility involved in serving as a messenger?
- Make a connection between the act of “passing the feather” and becoming a messenger for the water.
- Are you willing to allow Mia to pass the feather to you? Explain your answer.

---

### **Additional resources:**

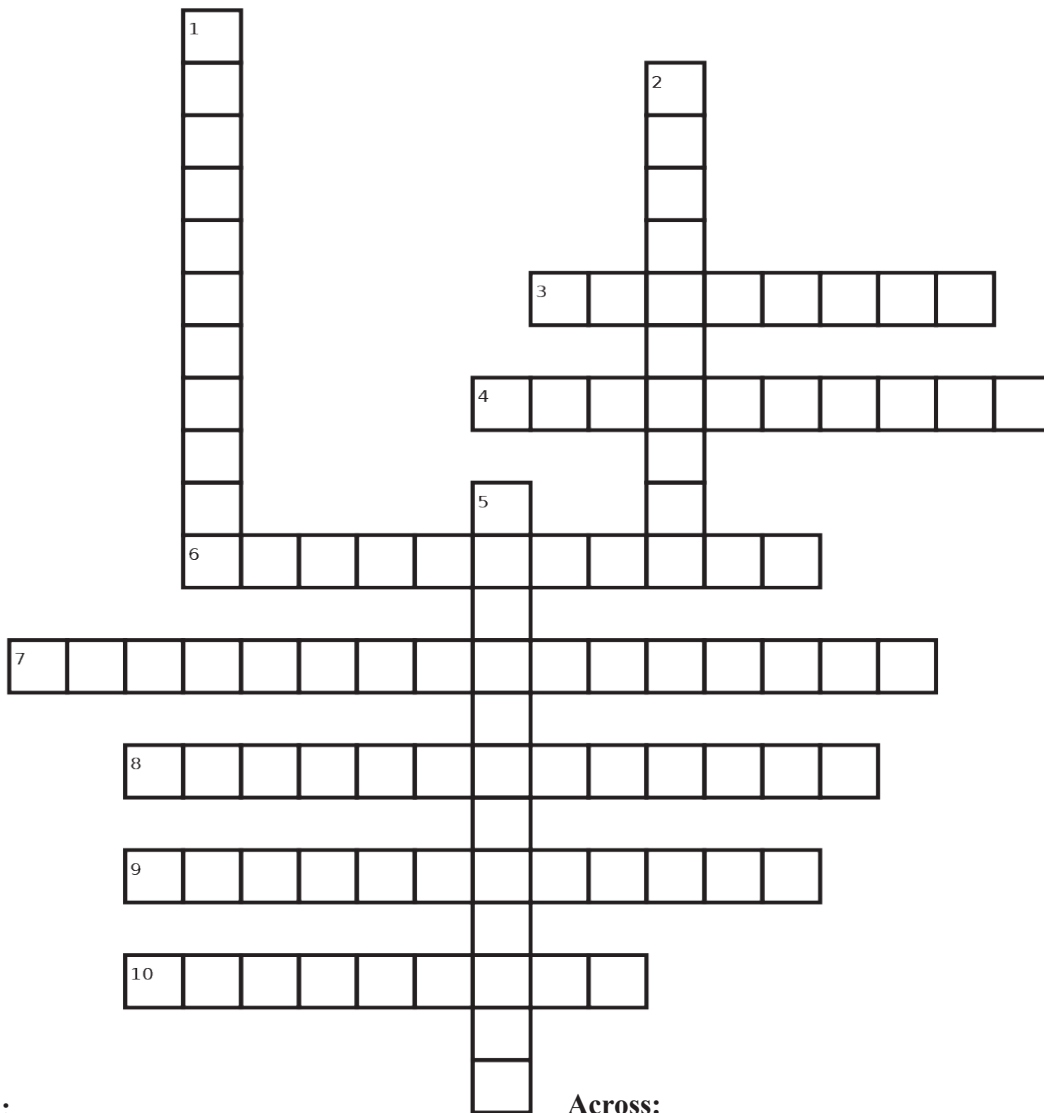
Dedication Page .....	1
About the Water Walkers .....	2
Dale Claude Lamphere: The Sculptor.....	36
Hunkayapi: Tying om the Eagle Plume .....	37
Four Sacred Medicines .....	38-39
Words to Know .....	40-41
Resources .....	42-43
Books .....	44
Cross-Curriculum Activities: Literacy, Diversty. Friendship.....	45-47
Lake Erie Water Walk .....	50





## PASS THE FEATHER

### Crossword Puzzle: Vocabulary



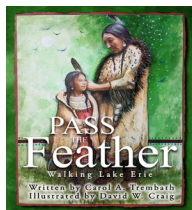
#### Down:

1. Indigenous people also named First Nations
2. The continuous, natural cyclical process by which water evaporates, condenses, forms precipitation
5. The protection of animals, plants, and natural resources

#### Across:

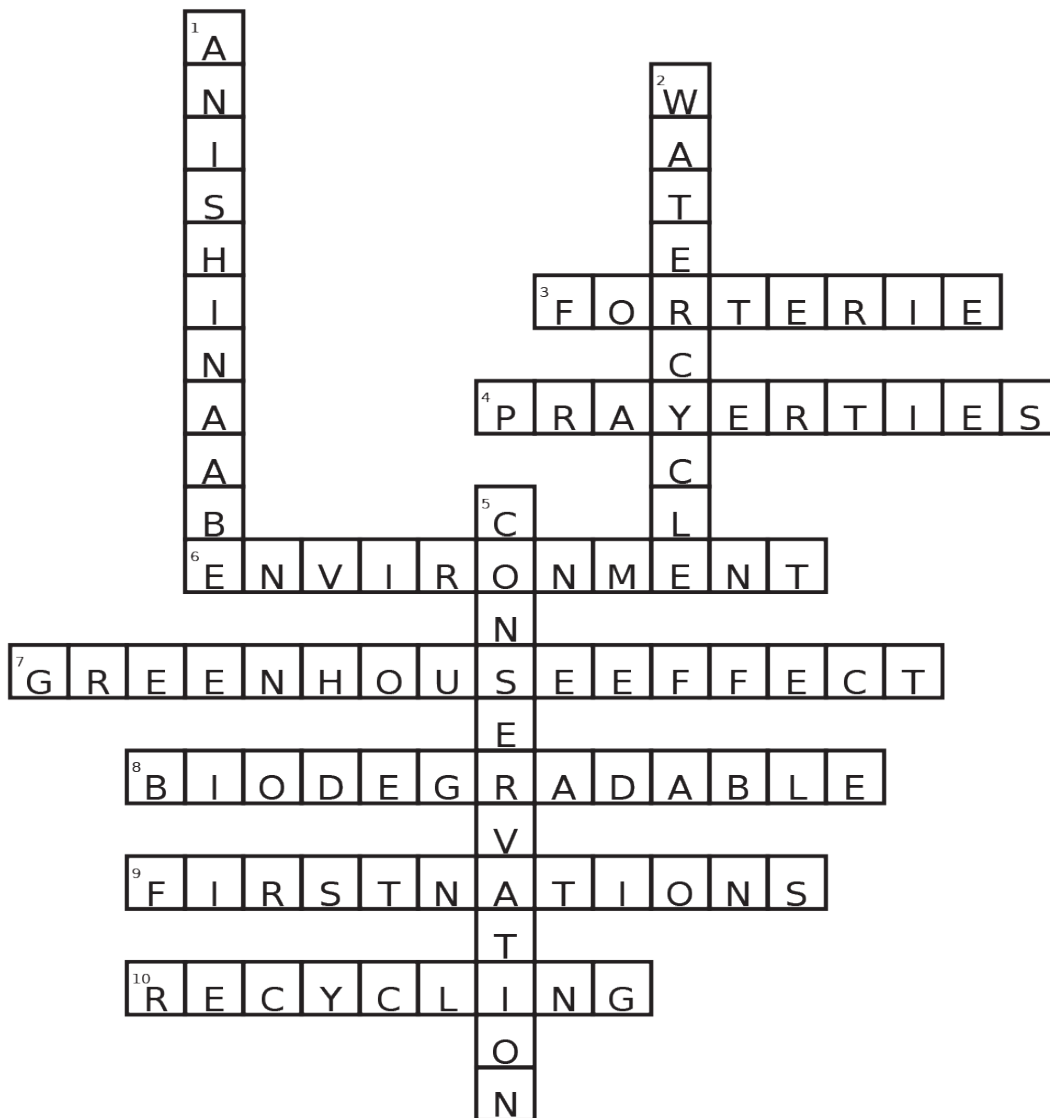
3. A town on the Niagara River across the river from Buffalo NY
4. A traditional sacred bundle of tobacco instilled with wishes, prayers, and gratitude
6. the conditions that surround someone or something that affects them
7. The process by which gases that accumulate high in the Earth's atmosphere trap heat from the sun
8. materials that can be broken down by natural processes
9. One of the groups of people whose ancestors lived in North America before the arrival of the Europeans
10. the process of reusing materials that would otherwise be thrown away





## PASS THE FEATHER

### Crossword Puzzle



#### Down:

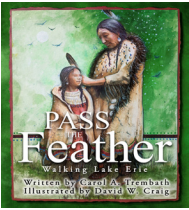
1. Indigenous people also named First Nations
2. The continuous, natural cyclical process by which water evaporates, condenses, forms precipitation
5. The protection of animals, plants, and natural resources

#### Across:

3. A town on the Niagara River across the river from Buffalo NY
4. A traditional sacred bundle of tobacco instilled with wishes, prayers, and gratitude
6. the conditions that surround someone or something that affects them
7. The process by which gases that accumulate high in the Earth's atmosphere trap heat from the sun
8. materials that can be broken down by natural processes
9. One of the groups of people whose ancestors lived in North America before the arrival of the Europeans
10. the process of reusing materials that would otherwise be thrown away







## PASS THE FEATHER

### Four Sacred Medicines: Compare & Contrast

*Each book in The Water Walker series explores four sacred aspects of the Native ancestral stories. PASS THE FEATHER highlights The Four Sacred Medicines, as featured in the designated spaces in the graphic organizer below. Instruct students to illustrate a scene from PASS THE FEATHER in which each of The Four Sacred Medicines, were presented. Have them write a short essay exploring the connectivity, importance, and contribution each of The Four Sacred Medicines, provide to care for the Earth, Mia, and her people. Encourage students to share their work with the class.*

<b>Tobacco</b>	<b>Cedar</b>
<b>Lake Erie</b>	
<b>Sage</b>	<b>Sweetgrass</b>



## Common Core State Anchor Standards Alignment

Common Core State Anchor Standards Alignment		Discussion Section (all books)	Vocabulary Games (all books)	Compare & Contrast Project (all books)
<b>English Language Arts Standards » Anchor Standards for Reading</b>				
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	✓		✓
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	✓		✓
CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	✓		✓
CCSS.ELA-LITERACY.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.	✓		✓
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	✓	✓	✓
<b>English Language Arts Standards » Anchor Standards for Writing</b>				
CCSS.ELA-LITERACY.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓
<b>English Language Arts Standards » Anchor Standards for Speaking &amp; Listening</b>				
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓		✓
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	✓		✓
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	✓		✓



## Next Generation Science Standards Alignment

	Discussion Section (all books)	Vocabulary Games (all books)	Compare & Contrast Project (all books)
<b>K-LS1-1 From Molecules to Organisms: Structures and Processes</b>			
Use observations to describe patterns of what plants and animals (including humans) need to survive.	✓	✓	✓
<b>LS1.C: Organization for Matter and Energy Flow in Organisms</b>			
All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	✓	✓	✓
Patterns in the natural and human designed world can be observed and used as evidence.	✓	✓	✓
<b>K-ESS2 Earth's Systems</b>			
K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	✓	✓	✓
<b>ESS3.C: Human Impacts on Earth Systems</b>			
Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.	✓	✓	✓
<i>Crosscutting Concepts Patterns:</i> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.	✓	✓	✓
<i>Systems and System Models:</i> Systems in the natural and designed world have parts that work together.	✓	✓	✓

