



My Little Book of Painted Turtles

Integrating NYS Learning Standards*

*For more information please visit [NYS P-12 Science Learning Standards](#) and [NYS Next Generation ELA Standards](#)

Pre-Kindergarten Learning Standards

| P. LIFE SCIENCES |
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| P-PS1-1 Ask questions and use observations to test the claim different kinds of matter exists as either a solid or a liquid. |
| P-LS1-2 Plan and conduct an investigation to determine how familiar plants/animals use their external parts to help them survive in an environment. |
| P-LS3-3 Develop a model to describe that some young plants and animals are similar to, but not exactly like, their parents. |

New York State Next Generation Learning Standards Connections: ELA/Literacy

PKR1 Participate in discussions about a text

PKLS-5 Create a visual display



Kindergarten Learning Standards

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| K. INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS, ANIMALS, PLANTS AND THEIR ENVIRONMENT |
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| KPS-1 Plan and conduct an investigation that different kinds of matter exist as either solid or liquid, depending on temperature. |
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| K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore they usually live in forest areas, and grasses need sunlight so they often grow in meadows.) |
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| K-ESS3-3 Communicate solutions that will reduce the impact of humans on living and non-living things in the local environment. |
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New York State Next Generation Learning Standards Connections: ELA/Literacy

KW2 Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. (K-ESS2-2),(K-ESS2-3)

KR1 Develop and answer questions about a text.

KSL5c Use words to identify and describe the world making connections between words and their use.

First Grade Learning Standards

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| 1. STRUCTURE, FUNCTION, AND INFORMATION PROCESSING |
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| 1-LS1-1 Use materials to design a solution to a human problem mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. |
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| 1-LS3-1 Make observations to construct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents. |
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New York State Next Generation Learning Standards Connections: ELA/Literacy

1R1 Develop and answer questions about key ideas and details in a text.

1W7 Recall and represent information from experiences or gather information from provided sources to answer a question. (1-LS3-1)

1L5b Define words by category and by one or more key attributes (e.g., a duck is a bird that

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swims; a tiger is a large cat with stripes).

Second Grade Learning Standards

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| INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS |
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| 2-LS2-2 Develop a simple model that illustrates how plants and animals depend on each other for survival. [Clarification Statement: Examples could include animals dispersing seeds or pollinating plants, and plants providing food, shelter, and other materials for animals.] |
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New York State Next Generation Learning Standards Connections: ELA/Literacy

2W6 Develop questions and participate in shared research and explorations to answer questions and to build knowledge. (2-LS2-1),(2-LS4-1)

Third Grade Learning Standards

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| INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS |
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| 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.] |
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New York State Next Generation Learning Standards Connections: ELA/Literacy

3SL4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4 3),(3-LS4-4)

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