**Discover the Waters of Lake Tahoe, Kids in Discovery Series activity booklet**  
updated 2/19/15

**Common Core English/Language Arts Standards: Reading Informational Text**

*Note about correlation method: These correlations are based on what the student needs to be capable of to read the booklet and complete the activities on their own. Additional Common Core ELA standards may be met depending on how the booklet is implemented in a classroom setting.*

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| “Reservoirs of History,” “Aquatic Invasive Species”           | 3           | Key Ideas and Details         | CCSS.ELA-LITERACY.RI.3.1  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                                                                                                                                                      |
| “Waters of the Lake Tahoe Area,” “Reservoirs of History,” “Water in Lake Tahoe,” “Clarity,” “Take Action for Lake Tahoe” | 3           | Key Ideas and Details         | CCSS.ELA-LITERACY.RI.3.3  
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.                                   |
| Entire book (some vocabulary words may be difficult for this age group) | 3           | Craft and Structure           | CCSS.ELA-LITERACY.RI.3.4  
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.                                                                                                                                               |
| “Water in Lake Tahoe”                                         | 3           | Craft and Structure           | CCSS.ELA-LITERACY.RI.3.5  
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.                                                                                                                                                           |
| Entire book                                                   | 3           | Integration of Knowledge and Ideas | CCSS.ELA-LITERACY.RI.3.7  
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).                                                                 |
| Entire book                                                   | 4           | Key Ideas and Details         | CCSS.ELA-LITERACY.RI.4.3  
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.                                                                                             |
| Entire book (some vocabulary words may be difficult for this age group) | 4 | Craft and Structure | CCSS.ELA-LITERACY.RI.4.4  
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
|---|---|---|---|
| Entire book | 4 | Craft and Structure | CCSS.ELA-LITERACY.RI.4.5  
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Entire book | 4 | Integration of Knowledge and Ideas | CCSS.ELA-LITERACY.RI.4.7  
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Entire book | 5 | Key Ideas and Details | CCSS.ELA-LITERACY.RI.5.3  
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Entire book | 5 | Craft and Structure | CCSS.ELA-LITERACY.RI.5.4  
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| “Water in Lake Tahoe” | 5 | Integration of Knowledge and Ideas | CCSS.ELA-LITERACY.RI.5.7  
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| Entire book | 6 | Craft and Structure | CCSS.ELA-LITERACY.RI.6.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
### “Water in Lake Tahoe”

**Grade Level:** 6  
**Category:** Integration of Knowledge and Ideas  
**Standards:** [CCSS.ELA-LITERACY.RI.6.7](#)  
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### Entire book

**Grade Level:** 7  
**Category:** Key Ideas and Details  
**Standards:** [CCSS.ELA-LITERACY.RI.7.3](#)  
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Grade Level:** 7  
**Category:** Craft and Structure  
**Standards:** [CCSS.ELA-LITERACY.RI.7.4](#)  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### Common Core English and Language Arts Standards: Reading

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| Entire book (some parts may be difficult for this age level) | 3 | Fluency | [CCSS.ELA-LITERACY.RF.3.4](#)  
Read with sufficient accuracy and fluency to support comprehension. |
| Entire book (some parts may be difficult for this age level) | 3 | Fluency | [CCSS.ELA-LITERACY.RF.3.4.A](#)  
Read grade-level text with purpose and understanding. |
| Entire book (some parts may be difficult for this age level) | 3 | Fluency | [CCSS.ELA-LITERACY.RF.3.4.C](#)  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Entire book (some parts may be difficult for this age level) | 4 | Fluency | [CCSS.ELA-LITERACY.RF.4.4](#)  
Read with sufficient accuracy and fluency to support comprehension. |
| Entire book (some parts may be difficult for this age level) | 4 | Fluency | [CCSS.ELA-LITERACY.RF.4.4.A](#)  
Read grade-level text with purpose and understanding. |
| Entire book (some parts may be difficult for this age level) | 4 | Fluency | [CCSS.ELA-LITERACY.RF.4.4.C](#)  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| Entire book | 5 | Fluency | [CCSS.ELA-LITERACY.RF.5.4](#)  
Read with sufficient accuracy and fluency to support comprehension. |
| Entire book | 5 | Fluency | CCSS.ELA-LITERACY.RF.5.4.A  
Read grade-level text with purpose and understanding. |
| Entire book | 5 | Fluency | CCSS.ELA-LITERACY.RF.5.4.C  
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| **Common Core English and Language Arts Standards: Writing** |
|-----------------|-----------------|-----------------|-----------------|
| **Section or Activity** | **Grade Level** | **Category** | **Standard** |
| “Reservoirs of History,” “Using Lake Tahoe’s Water,” “Clarity,” “Aquatic Invasive Species” | 3 | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.W.3.8  
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| “Reservoirs of History,” “Using Lake Tahoe’s Water,” “Clarity,” “Aquatic Invasive Species” | 4 | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.W.4.8  
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| “Reservoirs of History,” “Clarity,” “Aquatic Invasive Species” | 4 | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.W.4.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| “Reservoirs of History,” “Clarity,” “Aquatic Invasive Species” | 5 | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.W.5.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| “Reservoirs of History,” “Clarity,” “Aquatic Invasive Species” | 6 | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.W.6.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| “Reservoirs of History,” “Clarity,” “Aquatic Invasive Species” | 7 | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.W.7.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| “Reservoirs of History,” “Clarity,” “Aquatic Invasive Species” | 8 | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.W.8.9  
Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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<td>“Up from the Depths” activity (p. 3); “Mix It Up” activity (p. 7); “I Can See Clearly Now” activity (p. 10); “Take Action for Lake Tahoe” activity (p. 14-15)</td>
<td>3</td>
<td>Comprehension and Collaboration</td>
<td>CCSS.ELA-LITERACY.SL.3.1 &lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 3 topics and texts</em>, building on others' ideas and expressing their own clearly.</td>
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<td>“Up from the Depths” activity (p. 3); “Mix It Up” activity (p. 7); “I Can See Clearly Now” activity (p. 10); “Take Action for Lake Tahoe” activity (p. 14-15)</td>
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<td>Comprehension and Collaboration</td>
<td>CCSS.ELA-LITERACY.SL.4.1 &lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 4 topics and texts</em>, building on others' ideas and expressing their own clearly.</td>
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<td>“Up from the Depths” activity (p. 3); “Mix It Up” activity (p. 7); “I Can See Clearly Now” activity (p. 10); “Take Action for Lake Tahoe” activity (p. 14-15)</td>
<td>5</td>
<td>Comprehension and Collaboration</td>
<td>CCSS.ELA-LITERACY.SL.5.1 &lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grade 5 topics and texts</em>, building on others' ideas and expressing their own clearly.</td>
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<td>“Up from the Depths” activity (p. 3); “Mix It Up” activity (p. 7); “I Can See Clearly Now” activity (p. 10); “Take Action for Lake Tahoe” activity (p. 14-15)</td>
<td>6</td>
<td>Comprehension and Collaboration</td>
<td>CCSS.ELA-LITERACY.SL.6.1 &lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
</tr>
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<td>“Up from the Depths” activity (p. 3); “Mix It Up” activity (p. 7); “I Can See Clearly Now” activity (p. 10); “Take Action for Lake Tahoe” activity (p. 14-15)</td>
<td>7</td>
<td>Comprehension and Collaboration</td>
<td>CCSS.ELA-LITERACY.SL.7.1 &lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
</tr>
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<td>“Up from the Depths” activity (p. 3); “Mix It Up” activity (p. 7); “I Can See Clearly Now” activity (p. 10); “Take Action for Lake Tahoe” activity (p. 14-15)</td>
<td>8</td>
<td>Comprehension and Collaboration</td>
<td>CCSS.ELA-LITERACY.SL.8.1 &lt;br&gt;Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
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### Common Core English and Language Arts Standards:
Grades 6-12 Literacy in History/Social Studies, Science and Technical Subjects

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| “Up from the Depths” activity (p. 3); “Change the Water, Change the Land” activity (p. 5); “Mix It Up” activity (p. 7); “Water U-sers” activity (p.8-9); “I Can See Clearly Now” activity (p. 10), “The Usual Suspects” activity (p. 12-13); “Take Action for Lake Tahoe” activity (p. 14-15) | 6-8         | Key Ideas and Details           | CCSS.ELA-LITERACY.RST.6-8.3  
Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| Entire book                                                                         | 6-8         | Craft and Structure             | CCSS.ELA-LITERACY.RST.6-8.4  
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. |
| Entire book                                                                         | 6-8         | Integration of Knowledge and Ideas | CCSS.ELA-LITERACY.RST.6-8.7  
Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). |
| Entire Book                                                                         | 6-8         | Research to Build and Present Knowledge | CCSS.ELA-LITERACY.WHST.6-8.9  
Draw evidence from informational texts to support analysis, reflection, and research. |