

Environmental Defenders Assembly & *Become an Environmental Defender* CA Standards Alignment

Introduction: This resource outlines the Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS) in English Language Arts that are addressed in the Environmental Defenders Assembly and *Become an Environmental Defender* interactive supplemental online activity for students. The standards are listed in order as introduced in the assembly. In addition, after students view the Environmental Defenders Assembly, we encourage them to visit the [Become an Environmental Defender](#) section of the EnvironmentalDefendersLA.com website, where students can reinforce what they have learned through the assembly by watching short videos and taking quizzes to ultimately earn a special certificate naming them an official Environmental Defender!

All topics covered align to the following [California Environmental Principles and Concepts \(CA EP&C\)](#):

Principle II: People Influence Natural Systems

Concept A. Direct and indirect changes to natural systems due to the growth of human populations and their consumption rates influence the geographic extent, composition, biological diversity, and viability of natural systems.

Principle IV: There are no Permanent or Impermeable Boundaries that Prevent Matter from Flowing Between Systems

Concept B. The byproducts of human activity are not readily prevented from entering natural systems and may be beneficial, neutral, or detrimental in their effect.

Concept C. The capacity of natural systems to adjust to human-caused alterations depends on the nature of the system as well as the scope, scale, and duration of the activity and the nature of its byproducts.

LANDFILLS ([Become an Environmental Defender Part 1](#))

Grades: K-2

Next Generation Science Standards (NGSS)

[K-ESS3-3](#) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-LITERACY.RI.1.1](#) Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.1.2](#) Identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-LITERACY.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grades: 3-5

Next Generation Science Standards (NGSS)

[5-ESS3-1](#) Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

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.

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).

[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.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ORGANIC (Food) WASTE ([Become an Environmental Defender Part 3](#))

Grades: K-2

Next Generation Science Standards (NGSS)

[K-ESS3-3](#) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.K.3](#) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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[CCSS.ELA-LITERACY.RI.1.2](#) Identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-LITERACY.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grades: 3-5

Next Generation Science Standards (NGSS)

[5-ESS3-1](#) Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

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.

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).

[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.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THE FOUR Rs (Reduce, Reuse, Recycle, Rethink) ([Become an Environmental Defender Part 2](#))

Grades: K-2

Next Generation Science Standards (NGSS)

[K-ESS3-3](#) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

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[CCSS.ELA-LITERACY.RI.1.1](#) Ask and answer questions about key details in a text.

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[CCSS.ELA-LITERACY.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

[CCSS.ELA-LITERACY.RI.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grades: 3-5

Next Generation Science Standards (NGSS)

[5-ESS3-1](#) Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

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.

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).

[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.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STORMWATER POLLUTION ([Become an Environmental Defender Part 4](#))

Grades: K-2

Next Generation Science Standards (NGSS)

[K-2-ETS1-1](#) Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.K.2](#) With prompting and support, identify the main topic and retell key details of a text.

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Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.1.2](#) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grades: 3-5

Next Generation Science Standards (NGSS)

[5-ESS3-1](#) Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

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.

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).

[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.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

WATER CONSERVATION ([Become an Environmental Defender Part 6](#))

Grades: K-2

Next Generation Science Standards (NGSS)

[K-ESS3-3](#) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

Key Ideas and Details:

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[CCSS.ELA-LITERACY.RI.1.3](#) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Speaking and Listening

Comprehension and Collaboration:

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[CCSS.ELA-LITERACY.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grades: 3-5

Next Generation Science Standards (NGSS)

[5-ESS3-1](#) Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender* Closed Captioning & Quiz Questions)

Reading Informational Text

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.

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).

[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.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

HOUSEHOLD HAZARDOUS WASTE/E-WASTE ([Become an Environmental Defender Part 5](#))

Grades: K-2

Next Generation Science Standards (NGSS)

[K-ESS3-3](#) Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender*

Closed Captioning & Quiz Questions)

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Comprehension and Collaboration:

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Grades: 3-5

Next Generation Science Standards (NGSS)

[5-ESS3-1](#) Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Common Core State Standards - Language Arts (Aligned to *Become an Environmental Defender*

Closed Captioning & Quiz Questions)

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