

**THE GREEN TEAM Activities and Lesson Plans Alignment with the
Massachusetts Curriculum Frameworks for English Language Arts, March 2011**

Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
PreK	Reading Standards for Literature	1. Ask and answer questions about a story or poem read aloud.	X							
		2. Retell a sequence of events from a story read aloud.	X							
		3. Act out characters and events from a story or poem read aloud.	X							
		4. Ask and answer questions about unfamiliar words in a story or poem read aloud.	X							
		5. Show awareness of the rhythmic structure of a poem or song by clapping or movement.	X							
		6. "Read" the illustrations in a picture book by describing a character or place depicted, or by telling how a sequence of events unfolds.	X							
		7. Make predictions about what happens next in a picture book after examining and discussing the illustrations.	X							
		9. Make connections between a story or poem and their own experiences.	X							
		10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	X							
		PreK	Reading Standards for Informational Text	1. Ask and answer questions about an informational text read aloud.	X					
2. Recall important facts from an informational text after hearing it read aloud.	X									
3. Represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).	X									
4. Ask and answer questions about unfamiliar words in an informational text read aloud. (See pre-kindergarten Language standards 4–6 on applying knowledge of vocabulary to reading.)	X									
6. "Read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	X									

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PreK	Reading Standards for Informational Text	7. Describe important details from an illustration or photograph.	X							
		9. Identify several books on a favorite topic or several books by a favorite author or illustrator.	X							
		10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	X							
PreK	Writing Standards	2. Use a combination of dictating and drawing to supply information about a topic.	X		X				X	X
PreK	Speaking and Listening Standards	2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).	X							
		4. Describe personal experiences; tell stories.	X		X			X		
		5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.	X		X			X		
		6. Speak audibly and express thoughts, feelings, and ideas.	X	X						
PreK	Language Standards	4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.	X	X	X					
		6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	X	X	X					
K	Reading Standards for Literature	1. Ask and answer questions about key details in a text.	X							
		2. Retell familiar stories, including key details.	X							
		3. Identify characters, settings, and major events in a story.	X							
		4. Ask and answer questions about unknown words in a text.	X							
		5. Recognize common types of texts and characteristics of their structure (e.g., story elements in storybooks; rhyme, rhythm, and repetition in poems).	X							

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K	Reading Standards for Literature	6. Explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.	X							
		7. Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	X							
		9. Compare and contrast the adventures and experiences of characters in familiar stories.	X							
		10. Actively engage in group reading activities with purpose and understanding.	X							
K	Reading Standards for Informational Text	1. Ask and answer questions about key details in a text.	X							
		2. Identify the main topic and retell key details of a text.	X							
		3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X							
		4. Ask and answer questions about unknown words in a text.	X							
		6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.	X							
		7. Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	X							
		8. Identify the reasons an author gives to support points in a text.	X							
		9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X							
		10. Actively engage in group reading activities with purpose and understanding.	X							
		K	Writing Standards	1. Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	X			X		

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
K	Writing Standards	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply some information about a topic.	X			X				
		3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the event(s) chronologically, and provide a reaction to what happened.	X		X				X	
		7. Participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	X							
		8. Recall information from experiences or gather information from provided sources to answer a question.	X		X					X
		10. Write or dictate writing routinely in a variety of genres (e.g., poems, stories, lists) for a range of tasks, purposes, and audiences.	X			X	X			
K	Speaking and Listening Standards	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	X			X	X			
		5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	X			X	X			
		6. Speak audibly and express thoughts, feelings, and ideas clearly.	X	X						
K	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X			X	X			
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X			X	X			
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	X							
		6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	X			X	X			

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G1	Reading Standards for Literature	1. Ask and answer questions about key details in a text.	X							
G1	Reading Standards for Literature	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	X							
		3. Describe characters, settings, and major events in a story, using key details.	X							
		5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	X							
		7. Use illustrations and details in a story to describe its characters, setting, or events.	X							
		10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	X							
G1	Reading Standards for Informational Text	1. Ask and answer questions about key details in a text.	X							
		2. Identify the main topic and retell key details of a text.	X							
		3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	X							
		4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X							
		5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	X							
		6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	X							
		7. Use the illustrations and details in a text to describe its key ideas.	X							
		8. Identify the reasons an author gives to support points in a text.	X							
		9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X							

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G1	Reading Standards for Informational Text	10. With prompting and support, read informational texts appropriately complex for grade 1.	X							
G1	Writing Standards	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	X		X		X	X	X	X
		2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	X		X		X	X	X	X
		3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	X		X		X	X	X	X
		5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	X		X		X	X	X	X
		7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	X		X		X	X	X	X
		8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X		X		X	X	X	X
G1	Speaking and Listening Standards	1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	X		X		X	X	X	X
		2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X		X		X	X	X	X
		3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X		X		X	X	X	X
		4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X		X		X	X	X	X

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G1	Speaking and Listening Standards	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	X		X	X	X	X	X	X
G1	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X				X			
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X				X			
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	X							
		6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	X		X		X	X	X	X
G2	Reading Standards for Literature	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X							
		Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	X							
		3. Describe how characters in a story respond to major events and challenges.	X							
		5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X							
		7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	X							
		10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
G2	Reading Standards for Informational Text	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X							

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G2	Reading Standards for Informational Text	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	X							
		3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	X							
		4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	X							
		5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	X							
		6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	X							
		7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	X							
		8. Describe how reasons support specific points the author makes in a text.	X							
		9. Compare and contrast the most important points presented by two texts on the same topic.	X							
		10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
		G2	Reading Standards: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension.	X					
G2	Writing Standards	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	X		X		X	X	X	X

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G2	Writing Standards	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	X		X		X	X	X	X
		3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	X		X		X	X	X	X
		5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	X		X		X	X	X	X
		7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	X		X		X	X	X	X
		8. Recall information from experiences or gather information from provided sources to answer a question.	X		X		X	X	X	X
G2	Speaking and Listening Standards	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	X		X			X	X	X
		2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	X		X			X	X	X
		3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	X		X			X	X	X
		4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X		X			X	X	X
G2	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	X		X			X	X	X

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G2	Language Standards	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	X		X	X	X	X	X	X
G3	Reading Standards for Literature	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X							
		2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	X							
		3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	X							
		4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	X							
		6. Distinguish their own point of view from that of the narrator or those of the characters.	X							
		7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	X							
		MA.8.A. Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).	X							
		9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	X							
		10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	X							
G3	Reading Standards for Informational Text	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X							

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G3	Reading Standards for Informational Text	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	X							
		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.	X							
		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.	X							
		6. Distinguish their own point of view from that of the author of a text.	X							
		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).	X							
		8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	X							
		9. Compare and contrast the most important points and key details presented in two texts on the same topic.	X							
		10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	X							
G3	Reading Standards: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension.	X							
G3	Writing Standards	1. Write opinion pieces on topics or texts, supporting a point of view with reasons.	X		X		X	X	X	X
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X		X		X	X	X	X
		4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	X		X		X	X	X	X

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G3	Writing Standards	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	X		X		X	X	X	X
		7. Conduct short research projects that build knowledge about a topic.	X		X	X	X	X		X
		8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	X		X		X	X		X
G3	Speaking and Listening Standards	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	X		X			X	X	X
		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.	X		X			X		X
		3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			X			X	X	X
		4. 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.	X		X			X	X	X
G3	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X	X	X	X	X	X
		4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	X		X			X	X	X

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G3	Language Standards	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	X		X	X	X	X	X	X
G4	Reading Standards for Literature	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X							
		2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	X							
		3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	X							
		4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	X							
		6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	X							
		8.A. Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.	X							
		10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
G4	Reading Standards for Informational Text	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X							
		2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	X							

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G4	Reading Standards for Informational Text	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.	X							
		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.	X							
		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.	X							
		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.	X		X					X
		8. Explain how an author uses reasons and evidence to support particular points in a text.	X							
		9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	X				X			
		10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
G4	Reading Standards: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension.	X							
G4	Writing Standards	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					X			
		2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			X		X	X		X
		4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			X		X	X		X

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G4	Writing Standards	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			X		X	X		X
		7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	X		X		X	X		X
		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.	X		X		X	X		X
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X		X	X		X
		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X		X		X	X		X
G4	Speaking and Listening Standards	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X		X			X	X	X
		2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X		X			X		X
		3. Identify the reasons and evidence a speaker provides to support particular points.						X	X	X
		4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X		X			X	X	X
G4	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X	X	X	X	X	X

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G4	Language Standards	4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	X		X			X	X	X
		6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.	X		X	X	X	X	X	X
G5	Reading Standards for Literature	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X							
		2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	X							
		3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	X							
		4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	X							
		5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	X							
		6. Describe how a narrator's or speaker's point of view influences how events are described.	X							
		9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	X							
G5	Reading Standards for Informational Text	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	X							
		1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X		X		X	X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change	
G5	Reading Standards for Informational Text	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X		X		X	X		X	
		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.	X		X		X	X		X	
		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.	X		X		X	X		X	
		5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	X		X		X	X		X	
		6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X		X		X	X		X	
		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.	X		X		X	X		X	
		8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	X								
		9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	X		X		X	X		X	
		10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	X								
		G5	Reading Standards: Foundational Skills	4. Read with sufficient accuracy and fluency to support comprehension.	X						
G5	Writing Standards	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	X				X				

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G5	Writing Standards	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X		X		X	X		X
		4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			X		X	X		X
		5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			X		X	X		X
		7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	X		X		X	X		X
		8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	X		X		X	X		X
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X		X	X		X
		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X		X		X	X		X
G5	Speaking and Listening Standards	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	X		X			X	X	X
		2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X		X			X		X
		3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.						X	X	X
		4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X		X				X	X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change	
G5	Speaking and Listening Standards	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			X	X		X	X	X	
G5	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X	
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X	
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X	X	X	X	X	X	
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	X		X				X	X	X
		6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	X		X	X	X	X	X	X	X
G6	Reading Standards for Literature	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X								
		2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	X								
		3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	X								
		4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	X								
		5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	X								

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G6	Reading Standards for Literature	6. Explain how an author develops the point of view of the narrator or speaker in a text.	X							
		9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	X							
		10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
G6	Reading Standards for Informational Text	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X		X		X	X		X
		2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	X		X			X		X
		3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	X		X			X		X
		4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	X		X			X		X
		5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	X		X			X		X
		6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	X		X		X	X		X
		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.	X		X		X	X		X
		8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	X		X		X	X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G6	Reading Standards for Informational Text	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
G6	Writing Standards	1. Write arguments to support claims with clear reasons and relevant evidence.	X		X		X	X		X
		2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	X		X		X	X		X
		3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			X		X	X	X	X
		4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			X		X	X		X
		5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			X		X	X		X
		7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	X		X		X	X		X
		8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	X		X		X	X		X
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X		X	X		X
		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X		X		X	X		X
		G6	Speaking and Listening Standards	1. 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.	X		X			X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change	
G6	Speaking and Listening Standards	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	X		X			X		X	
		3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.						X	X	X	
		4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	X		X				X	X	X
		5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			X	X			X	X	X
G6	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X	
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X	
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X	X	X	X	X	X	
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	X		X				X	X	X
		6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X		X	X	X	X	X	X	X
G7	Reading Standards for Literature	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X								
		2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	X								
		3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	X								

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G7	Reading Standards for Literature	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	X							
		6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	X							
		10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
G7	Reading Standards for Informational Text	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X		X		X	X		X
		2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	X		X			X		X
		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).	X		X			X		X
		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.	X		X			X		X
		5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	X		X			X		X
		6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	X		X		X	X		X
		8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	X		X		X	X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G7	Reading Standards for Informational Text	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	X		X		X	X		X
		10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X							
G7	Writing Standards	1. Write arguments to support claims with clear reasons and relevant evidence.	X		X		X	X		X
		2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	X		X		X	X		X
		3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			X		X	X	X	X
		4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			X		X	X		X
		5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.				X		X	X	X
		7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	X		X		X	X		X
		8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X		X		X	X		X
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X		X	X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G7	Writing Standards	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X		X		X	X		X
G7	Speaking and Listening Standards	1. 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.	X		X			X	X	X
		2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	X		X			X		X
		3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.						X	X	X
		4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.				X		X	X	X
		5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.				X	X		X	X
G7	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X	X	X	X	X	X
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	X		X				X	X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G7	Language Standards	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X		X	X	X	X	X	X
G8	Reading Standards for Literature	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X							
		2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	X							
		3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	X							
		4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	X							
		5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	X							
		10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	X							
G8	Reading Standards for Informational Text	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X		X		X	X		X
		2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	X		X			X		X
		3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	X		X			X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G8	Reading Standards for Informational Text	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 specific word choices on meaning and tone, including analogies or allusions to other texts.	X		X			X		X
		5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	X		X			X		X
		6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	X		X		X	X		X
		8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	X		X		X	X		X
		9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	X		X		X	X		X
		10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	X							
G8	Writing Standards	1. Write arguments to support claims with clear reasons and relevant evidence.	X		X		X	X		X
		2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	X		X		X	X		X
		3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			X		X	X	X	X
		4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				X	X	X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G8	Writing Standards	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			X		X	X		X
		7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	X		X		X	X		X
		8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	X		X		X	X		X
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X		X	X		X
		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X		X		X	X		X
G8	Speaking and Listening Standards	1. 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.	X		X			X	X	X
		2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	X		X			X		X
		3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.						X	X	X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change	
G8	Speaking and Listening Standards	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	X		X			X	X	X	
		5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			X	X		X	X	X	
G8	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X	
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X	
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X	X	X	X	X	X	
		4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	X		X				X	X	X
		6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X		X	X	X	X	X	X	X
G9-10	Reading Standards for Literature	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X					X		X	
		2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	X					X		X	
		3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	X					X		X	

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G9-10	Reading Standards for Literature	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	X							
		10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	X							
G9-10	Reading Standards for Informational Text	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X		X		X	X		X
		2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	X		X			X		X
		3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	X		X			X		X
		4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	X		X			X		X
		5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	X		X			X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G9-10	Reading Standards for Informational Text	6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	X		X		X	X		X
		8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	X		X		X	X		X
		10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	X		X			X		X
G9-10	Writing Standards	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X		X		X	X		X
		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X		X		X	X		X
		3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			X		X	X		X
		4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			X		X	X		X
		5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			X		X	X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G9-10	Writing Standards	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	X		X		X	X		X
		8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	X		X		X	X		X
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X		X	X		X
		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	X		X		X	X		X
G9-10	Speaking and Listening Standards	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	X		X			X	X	X
		2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	X		X			X		X
		3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.						X	X	X
		4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	X		X			X	X	X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change	
G9-10	Speaking and Listening Standards	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	X		X	X		X	X	X	
G9-10	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X	
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X	
		3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X		X	X	X	X	X	X	
		4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	X		X				X	X	X
		6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X			X	X	X	X	X	X
G11-12	Reading Standards for Literature	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	X					X		X	
		2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	X					X		X	

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change	
G11-12	Reading Standards for Literature	3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	X					X		X	
		4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	X								
		5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	X								
		10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	X								
G11-12	Reading Standards for Informational Text	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	X		X		X	X		X	
		2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	X		X				X		X
		3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	X		X				X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G11-12	Reading Standards for Informational Text	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	X		X			X		X
		5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	X		X			X		X
		6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	X		X		X	X		X
		10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	X		X			X		X
G11-12	Writing Standards	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X		X		X	X		X
		2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X		X		X	X		X
		3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			X		X	X		X
		4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			X		X	X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change
G11-12	Writing Standards	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			X		X	X		X
		7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	X		X		X	X		X
		8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	X		X		X	X		X
		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X		X		X	X		X
		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	X		X		X	X		X
G11-12	Speaking and Listening Standards	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X		X			X	X	X
		2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	X		X			X		X

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Grade	Strand	Learning Standard	GT Library	Green Team Pledge	Slash Trash	Create Signs or Posters	Write Letters or News Articles	Clean Air	Waste Free Day	Climate Change	
G11-12	Speaking and Listening Standards	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.						X	X	X	
		4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	X		X				X	X	X
		5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	X		X	X			X	X	X
G11-12	Language Standards	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X		X	X	X	X	X	X	
		2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X		X	X	X	X	X	X	
		3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X	X	X	X	X	X	
		4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	X		X				X	X	X
		6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X		X	X	X	X	X	X	X