

Anica Mrose Rissi
Common Core Standards for “The Teacher’s Pet” and the “Anna, Banana” Series

KINDERGARTEN

READING:

LITERATURE

RL.K.10: Actively engage in group reading activities with purpose and understanding.

RL.K.1: With prompting and support, ask and answer questions about key details in the text.

RL.K.6: With prompting and support, name the author and illustrator of a text and define the role of each in telling a story.

INFORMATIONAL TEXT

RI.K.10: Actively engage in group reading activities with purpose and understanding.

RI.k.2: Identify the main topic and retell key details of a text

RI.K.7: With prompting and support describe the relationship between illustrations and text in which they appear.

FOUNDATIONAL SKILLS

RF.K.1: Demonstrate understanding of the organization and basic features of text.

WRITING:

W.K.1: Tell a topic. State an opinion or preference. Give a reason.

W.K.2: Compose an informative, explanatory text. Name what they are writing about. Supply some information about it.

W.K.3: Draw and write a narrative story that is appropriately sequenced.

W.K.7: Participation in teacher led shared research and writing projects.

SCIENCE: K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

E2. Ecosystems: Students understand how plants and animals depend on each other and the environment in which they live.

- a. Explain that animals use plants and other animals for food, shelter, and nesting.
- b. Compare different animals and plants that live in different environments of the world.

FIRST GRADE

READING:

LITERATURE

RL.1.2: Retell stories including key details in sequence, and make connections that demonstrate understanding of the central message.

INFORMATIONAL TEXT

RI.1.2: Identify the main topic and retell details of a text, making connections that demonstrate understanding of the text.

WRITING:

W.1.1: Introduce the topic. State an opinion. Supply reasons. Provide a sense of closure.

W.1.2: Compose an informative, explanatory text. Name a topic. Supply some facts about the topic. Provide some sense of closure.

W.1.3: Write narrative stories that recount what happened in sequence, which include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.7: Participate in shared research and writing projects.

SCIENCE:

E2. Ecosystems: Students understand how plants and animals depend on each other and the environment in which they live.

c. Explain that animals use plants and other animals for food, shelter, and nesting.

d. Compare different animals and plants that live in different environments of the world

1-LS1-1: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS3-1: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

MATH:

MEASUREMENT AND DATA

Organize, represent, and interpret data.

SECOND GRADE

READING:

LITERATURE

RL.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

RL.2.2: Determine a story's central message, lesson, or moral.

INFORMATIONAL TEXT

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.

RI.2.5: Know and use various text features to locate key facts or information in a text efficiently.

RI.2.6: Identify the main purpose of a text including what the author wants to answer, explain, or describe.

WRITING:

W.2.1: 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 (because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3: 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. (Important words: Beginning, Middle, End)

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

SCIENCE:

E2. Ecosystems: Students understand how plants and animals depend on each other and the environment in which they live.

e. Explain that animals use plants and other animals for food, shelter, and nesting.

f. Compare different animals and plants that live in different environments of the world

2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats

THIRD GRADE

READING:

LITERATURE

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.

INFORMATIONAL TEXT

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount key details and explain how they support the main idea.

WRITING:

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear sequences.

W.3.7: Conduct short research projects that build knowledge about a topic.

SCIENCE: E4. Students describe characteristics of organisms, and the reasons why organisms differ from or are similar to their parents.

3-LS2-1: Construct an argument that some animals form groups that help members survive.

3-LS4-3: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3-LS3-2: Use evidence to support the explanation that traits can be influenced by the environment.

3-LS4-2: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

FOURTH GRADE

READING:

LITERATURE

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INFORMATIONAL TEXT

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2: Determine the main idea of a text and explain how it is supported in key details; summarize the text.

RI.4.3: 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.

RI.4.5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

WRITING:

W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information supported by facts.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, summarize, and categorize information, and provide a list of resources.

SCIENCE:

E4. Students describe characteristics of organisms, and the reasons why organisms differ from or are similar to their parents.

MATH:

MEASUREMENT AND DATA

Represent and interpret data.

SOCIAL STUDIES (PRE-K - 2ND GRADE)

B2.Students understand the concepts of rights, duties, responsibilities, and participation

a. Describe classroom rights, duties, responsibilities including how students participate in classroom decisions and are obliged to follow classroom rules.

b. Explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and peaceful resolution of conflict.

VISUAL AND PERFORMING ARTS

A.DISCIPLINARY LITERACY - VISUAL ARTS

Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1. ARTIST’S PURPOSE

A2. ELEMENTS OF ART AND PRINCIPLES OF DESIGN

B. CREATION, PERFORMANCE, AND EXPRESSION - VISUAL ARTS

Students create, express, and communicate through the art discipline.

B2. COMPOSITION SKILLS

B3. MAKING MEANING

C. CREATIVE PROBLEM SOLVING

Students approach artistic problem solving using multiple solutions and the creative process.

HEALTH (3RD -5TH GRADES)

C2. Avoiding / Reducing Risks: Students demonstrate behaviors to avoid or reduce personal health risks.

a. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.

C3. Self- management: Students demonstrate coping strategies to use when feeling too excited, anxious, upset, angry, or out of control.

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family and community health.

E1. Interpersonal Communication Skills: Students demonstrate effective verbal and nonverbal interpersonal communication skills to enhance health.

a. Demonstrate appropriate listening skills to enhance health.

b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.

e. Demonstrate non-violent strategies to manage or resolve conflict.

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

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