

## Common Core Standards

“Look Up! Bird-watching in Your Own Back-yard” by Annette LeBlanc Cate

### 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.

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.

### 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:**

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 stories 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:**

2-LS2-2: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 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:**

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:**

4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

**MATH:**

## MEASUREMENT AND DATA

- Area and perimeter of rectangles.
- Represent and interpret data.

**FIFTH GRADE****READING:**

## LITERATURE

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2: Determine a theme of a story, drama or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

#### INFORMATIONAL TEXT

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3: Explain 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.

RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

#### **WRITING:**

W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information supported by facts and details.

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; paraphrase information in notes and finished work, and provide a list of resources.

#### **SCIENCE:**

5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

#### **MATH:**

##### MEASUREMENT AND DATA

- Use conversion of measurement to solve real world problems

### SIXTH GRADE

#### **READING:**

##### LITERATURE

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as references drawn from the text.

RL.6.2: 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 judgements.

##### INFORMATIONAL

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2: 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 judgements.

**WRITING:**

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

RL.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.

W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**MATH:**

EE.6.B.6. Use variables to represent numbers and write expressions to solve real-world or a mathematical problem.

SP.6.B.4. Display numerical data in plots in a number line, including dot plots, histograms, and box plots.

SEVENTH GRADE

**READING:**

LITERATURE

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

RL.7.2: 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.

INFORMATIONAL

RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences from the text.

RI.7.2: 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.

RI.7.9: Analyze two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of the facts.

**WRITING:**

W.7.1: Write arguments to support claims with clear reasons and relevant evidence.

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, and well-structured event sequences.

W.7.8: Gather relevant information from multiple print and digital sources, using terms effectively; assess the credibility and accuracy of each source; and quote and paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation.

**SPEAKING AND LISTENING:**

SL.7.4: 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.

**MATH:**

SP.7.C.6. Collect and use data to approximate the probability of a chance event.

SP.7.C.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations.

**EIGHTH GRADE**

**READING:**

LITERATURE

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.

RL.8.2: 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.

RL.8.5: 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.

INFORMATIONAL

RI.8.1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2: 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.

RI.8.8: 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.

**WRITING:**

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through selection, organization, and analysis of relevant content.

W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.5: 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.

W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING AND LISTENING:**

SL.8.1: 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 ideas.

SL.8.4: 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.

**SCIENCE (6TH-8TH GRADE)**

A1: Students describe and apply principles of systems in man-made things, natural things, and processes.

A3. Constancy and Change: Students describe how patterns of change vary in physical, biological, and technological systems.

B: Students plan, conduct, analyze data from and communicate results of in-depth scientific investigations; and they use a systematic process, tools, equipment, and a variety of materials to create a technological design and produce a solution or product to meet a specific need.

B1: Students plan, conduct, analyze data from, and communicate results of investigations, including simple experiments.

B2: Students use a systematic process, tools, equipment, and variety of materials to design and produce a solution or product to meet a specified need, using established criteria.

D2. Earth: Students describe the various cycles, physical and biological forces and processes, position in space, energy transformations, and human actions that affect the short-term and long-term changes to Earth.

E1. Biodiversity: Students differentiate among organisms based on biological characteristics and identify patterns of similarity.

E2. Ecosystems: Students examine how the characteristics of the physical, non-living (abiotic) environment, the types of behaviors of living (biotic) organisms and the flow of matter and energy affect organisms and the ecosystem of which they are part.

E5. Evolution: Students describe the evidence that evolution occurs over many generations, allowing species to acquire many of their unique characteristics and adaptations.