

“Hello Lighthouse”
Common Core Standards

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.5: Recognize common types of text (e.g., stories, poems)

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.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.

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

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.

MATH:

MEASUREMENT AND DATA:

- Describe and compare the length and weight of objects

GEOMETRY:

- Describe the relative position of objects in the environment using terms such as above, below, beside, in front of, behind and next to.

FIRST GRADE

READING:

LITERATURE

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

RL.1.3: Describe characters, setting and major events in a story using key details.

RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on wide reading of a range of text types.

INFORMATIONAL TEXT

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

RI.1.9: Identify basic similarities and differences between two texts on the same topic.

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.

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.

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.

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.

RL.4.3: 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).

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.

MATH:

MEASUREMENT AND DATA

- Represent and interpret data
- Solve problems involving measurement and conversion measurements

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.

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 inferences 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:

GEOMETRY

- G.6.A.1. Solve real-world and mathematical problems involving area, surface area and volume

STATISTICS AND PROBABILITY

- 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.

EIGHTH GRADE

READING:

LITERATURE

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

RL.8.2: Determine central 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 two or more texts and analyze how the differing structure of each contributes to its meaning and style.

RL.8.10: 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.

INFORMATIONAL

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

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 the 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 clearly.

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.

K-8 SCIENCE, SOCIAL STUDIES & ART

SCIENCE:

A. UNIFYING THEMES: Students apply principles of systems, models, constancy and change, and scale in science and technology.

B. THE SKILLS AND TRAITS OF A SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN: Students plan, conduct, analyze data from and communicate results 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 specified need.

C. THE SCIENTIFIC AND TECHNOLOGICAL ENTERPRISE: Students understand the history and nature of scientific knowledge and technology, the processes of inquiry and technological design, and the impacts science and technology have on society and the environment.

D.4 FORCE AND MOTION

SOCIAL STUDIES:

A. APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE, AND

SKILLS: Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.

A.2. Making decisions using social studies knowledge and skills.

D. GEOGRAPHY: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.

E. HISTORY: Students draw on concepts and processes from history to develop historical perspective and understand continuity and change in the community, Maine, the United States, and world.

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.

E. VISUAL AND PERFORMING ARTS CONNECTIONS:

Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction

E1. THE ARTS AND HISTORY AND WORLD CULTURES

E2. THE ARTS AND OTHER DISCIPLINES

E5. INTERPERSONAL SKILLS

Students identify and demonstrate the positive interpersonal skill necessary to get along with others and participate in the arts.