

Common Core Standards  
*Lost Trail* and *At One in a Place Called Maine* by Lynn Plourde

**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. **MATH: GEOMETRY:**

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

**“Lost Trail”**

**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 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.B6. Use variables to represent numbers and write expressions to solve real-world or a mathematical problem. **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.

## **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.

## **SOCIAL STUDIES (6TH-8TH GRADE)**

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.

D.1. Students understand the geography of the community and Maine and the geographic influences on life in the past, present and future.

b. Use the geographic grid and a variety of types of maps to gather geographic information.

d. Describe the impact of change, including technological change, on the physical and cultural environment.

**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. 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.

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

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid and reduce health risks.

C.2 Avoiding/Reducing Health Risks: Students demonstrate behaviors to avoid or reduce risks to self and others.

a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.

b. Develop injury prevention and response strategies including first aid for personal and family health.

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

B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B.1. Students choose suitable media, tools, techniques, and processes to create an original art works.

B.2. Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B.3. Students create art works that communicate an individual point of view.

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 other discipline, to goal-setting, and to interpersonal interaction.

E.2. Students explain skills and concepts that are similar across disciplines.