

*Carbon County Museum Common Core Standards Program Alignment*

Subject	Common Core Standard	CCM Traveling Program	CCM Gallery Program
<u>Language Arts</u>			
	RI.1.7: Use the illustrations and details in a text to describe its key ideas.	<a href="#">Painted Stories</a>	
	RI.11-12.2: 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.	<a href="#">Drawing History</a>	
	RI.11-12.3: 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.	<a href="#">Drawing History</a>	
	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	<a href="#">Painting the News</a>	
	RI.3-5.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	<a href="#">Painting the News</a>	
	RI.3.3: 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.	<a href="#">Painting the News</a>	
	RI.4-5.3: 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.	<a href="#">Painting the News</a>	<a href="#">Exhibiting Connections, Guilty as Charged?</a>
	RI.6-8.2: 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.		<a href="#">Exhibiting Connections, Guilty as Charged?</a>

<u>Language Arts Cont.</u>	RI.6-8.7: 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.	<a href="#">Painting the News, Quilting a Memory</a>	<a href="#">Exhibiting Connections, Guilty as Charged?</a>
	RI.9-12.6: 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.	<a href="#">Drawing History</a>	
	RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<a href="#">Painted Stories</a>	
	RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.	<a href="#">Painted Stories</a>	
	RL.11-12.2: 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.	<a href="#">Drawing History</a>	
	RL.11-12.3: 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).	<a href="#">Drawing History</a>	
	RL.2.3: Describe how characters in a story respond to major events and challenges.	<a href="#">Painted Stories</a>	
	RL.3-5.2: 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.	<a href="#">Painting the News</a>	
	RL.3-5.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<a href="#">Painting the News</a>	

<u>Language Arts Cont.</u>	RL.3-5.7: 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).	<a href="#">Painting the News</a>	
	RL.4-5.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		<a href="#">Exhibiting Connections</a>
	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 person opinions or judgments	<a href="#">Painting the News</a>	
	RL.6.3: 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.	<a href="#">Painting the News</a>	
	RL.9-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<a href="#">Exhibiting Connections, Guilty as Charged?</a>
	RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<a href="#">Painted Stories</a>	
	RL.3-5.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<a href="#">Painting the News</a>	
	SL.11-12.3: 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.	<a href="#">Drawing History</a>	

<u>Language Arts Cont.</u>	SL.11-12.4: 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 organizations, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<a href="#">Drawing History</a>	
	SL.2.1: Participate in collaborative conversations with diverse partners about appropriate topics and texts with peers and adults in small and larger groups	<a href="#">Boomtown Blues</a> , <a href="#">Roaring Dinos!</a>	
	SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	<a href="#">Boomtown Blues</a> , <a href="#">Powwow Party!</a> , <a href="#">Roaring Dinos!</a>	
	SL.2.3: 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	<a href="#">Boomtown Blues</a> , <a href="#">Powwow Party!</a> , <a href="#">Roaring Dinos!</a>	
	SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<a href="#">Boomtown Blues</a> , <a href="#">Painted Stories</a> , <a href="#">Powwow Party!</a> , <a href="#">Roaring Dinos!</a>	
	SL.3.2: 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.	<a href="#">Boomtown Blues</a> , <a href="#">Painting the News</a> , <a href="#">Wyoming's Dino-mite Past!</a>	
	SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<a href="#">Boomtown Blues</a> , <a href="#">Painting the News</a> , <a href="#">Powwow Party!</a> , <a href="#">Wyoming's Dino-mite Past!</a>	

<u>Language Arts Cont.</u>	SL.3-5.4: 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.	<a href="#">Pack Your Wagon</a> , <a href="#">Painting the News</a> , <a href="#">Powwow Party!</a>	
	SL.3-6.1: Engage effectively in a rang 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.	<a href="#">Boomtown Blues</a> , <a href="#">Pack Your Wagon</a> , <a href="#">Painting the News</a> , <a href="#">Powwow Party!</a> , <a href="#">Wyoming's Dino-mite Past!</a>	
	SL.4-5.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<a href="#">All Aboard!</a> , <a href="#">Boomtown Blues</a> , <a href="#">Pack Your Wagon</a> , <a href="#">Painting the News</a> , <a href="#">Powwow Party!</a> , <a href="#">Wyoming's Dino-mite Past!</a>	<a href="#">Exhibiting Connections</a> , <a href="#">Guilty as Charged?</a>
	SL.4-5.3: Identify the reasons and evidence a speaker provides to support particular points.	<a href="#">All Aboard!</a> , <a href="#">Boomtown Blues</a> , <a href="#">Painting the News</a> , <a href="#">Wyoming's Dino-mite Past!</a>	<a href="#">Exhibiting Connections</a>
	RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn fro the text.	<a href="#">Painting the News</a>	<a href="#">Exhibiting Connections</a> , <a href="#">Guilty as Charged?</a>
	SL.6.2: 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.	<a href="#">Pack Your Wagon</a> , <a href="#">Painting the News</a> , <a href="#">Powwow Party!</a>	
	SL.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<a href="#">Painting the News</a>	

<b><u>Language Arts Cont.</u></b>	SL.6-8.1: 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.	<a href="#">All Aboard!</a> , <a href="#">Pack Your Wagon</a> , <a href="#">Powwow Party!</a> , <a href="#">Quilting a Memory</a>	
	SL.6-8.2: 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.	<a href="#">Pack Your Wagon</a> , <a href="#">Powwow Party!</a> , <a href="#">Quilting a Memory</a>	<a href="#">Exhibiting Connections</a> , <a href="#">Guilty as Charged?</a>
	SL.6-8.4: 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.	<a href="#">All Aboard!</a> , <a href="#">Pack Your Wagon</a> , <a href="#">Powwow Party!</a>	<a href="#">Exhibiting Connections</a> , <a href="#">Guilty as Charged?</a>
	SL.9-12.1: 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 other's ideas and expressing their own clearly and persuasively.	<a href="#">Drawing History, Just who do you think you are?</a> , <a href="#">Published Persuasion</a>	
	SL.9-12.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		<a href="#">Exhibiting Connections</a> , <a href="#">Guilty as Charged?</a>
	SL.9-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<a href="#">Just who do you think you are?</a> , <a href="#">Published Persuasion</a>	
	SL.9-12.4: 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.	<a href="#">Published Persuasion, Just who do you think you are?</a>	<a href="#">Exhibiting Connections</a> , <a href="#">Guilty as Charged?</a>

<p><b>Language Arts Cont.</b></p>	<p>SL.K-5.1: Participate in collaborative conversations with diverse partners about appropriate topics and texts with peers and adults in small and larger groups.</p>	<p><a href="#">All Aboard!</a>, <a href="#">Detecting the Details</a>, <a href="#">Pack Your Wagon</a>, <a href="#">Painted Stories</a>, <a href="#">Powwow Party!</a>, <a href="#">Roaring Dinos!</a></p>	
	<p>SL.K-5.2: 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.</p>	<p><a href="#">Detecting the Details</a>, <a href="#">Pack Your Wagon</a>, <a href="#">Powwow Party!</a>, <a href="#">Roaring Dinos!</a></p>	
	<p>SL.K-5.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><a href="#">Detecting the Details</a>, <a href="#">Powwow Party!</a></p>	
	<p>W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><a href="#">Drawing History</a></p>	
	<p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><a href="#">Drawing History</a></p>	
	<p>W.2-6.1: 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.</p>	<p><a href="#">Powwow Party!</a></p>	
	<p>W.2-6.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p>	<p><a href="#">Painting the News</a>, <a href="#">Powwow Party!</a></p>	
	<p>W.3-5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><a href="#">Painting the News</a></p>	
	<p>W.3-5.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p><a href="#">Painting the News</a>, <a href="#">Powwow Party!</a></p>	

<b><u>Language Arts Cont.</u></b>	W.4-5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research		<a href="#">Exhibiting Connections, Guilty as Charged?</a>
	W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<a href="#">Painting the News</a>	
	W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they 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	<a href="#">Powwow Party!</a>	
	W.K.2: 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.	<a href="#">Powwow Party!</a>	
	W.K.1: Use a combinations of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<a href="#">Detecting the Details</a>	
	W.K.7: Participate in shared research and writing projects.	<a href="#">Painted Stories</a>	
	W.9-12.2: 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	<a href="#">Just who do you think you are?</a>	
	W.9-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	<a href="#">Just who do you think you are?</a>	
<b><u>Mathematics</u></b>			
	K.G.2: Correctly name shapes regardless of their orientations or overall size.	<a href="#">Shape Up!</a>	



<p><b><u>Mathematics</u></b> <b><u>Cont.</u></b></p>	<p>K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length)</p>	<p><a href="#">Shape Up!</a></p>	
	<p>K.G.5: Model shapes in the world by building shapes.</p>	<p><a href="#">Shape Up!</a></p>	
	<p>K.G.6: Compose simple shapes to form larger shapes.</p>	<p><a href="#">Shape Up!</a></p>	
	<p>K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p><a href="#">Shape Up!</a></p>	