

MAINE ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

OPEN WIDE AND TREK INSIDE

Maine Science & Technology Performance Indicators: Grades Pre-K – 2

Lesson	Indicator	Descriptor
1, 2	A1.a	Explain that most man-made and natural objects are made of parts.
1, 2	A1.b	Explain that when put together, parts can do things they could not do separately.
2, 3, 5	A2.a	Describe ways in which toys and pictures are like the real things they model.
3, 5	A2.b	Use a model as a tool to describe the motion of objects or the features of plants and animals.
3	A3.a	Describe the size, weight, color, or movement of things over varying lengths of time and note qualities that change or remain the same.
1, 2, 3, 4, 5	B1.a	Ask questions and make observations about objects, organism, and events in the environment.
1, 2, 3, 5	B1.b	Safely conduct simple investigations to answer questions.
3	B1.c	Use simple instruments with basic units of measure to gather data and extend the senses.
1, 2, 3, 5	B1.d	Know what constitutes evidence that can be used to construct a reasonable explanation.
All lessons	B1.e	Use writing, speaking, and drawing to communicate investigations and explanations.
1, 2, 3, 5	C1.a	Describe how scientific investigations involve asking and answering a question.
1, 2, 3	C1.b	Point out the importance of describing things and investigations accurately so others can learn about them or repeat them.
1, 2, 4, 5	C2.b	Distinguish between objects that occur in nature and objects that are man-made.
2, 3, 4	D3.a	Describe objects in terms of what they are made of and their physical properties.
4	E1.b	Describe some features of plants and animals that help them live in different environments.
2	E1.c	Describe how organisms change during their lifetime.
4	E2.b	Compare different animals and plants that live in different environments in the world.
4	E3.a	List living things and their parts that are so small we can only see them using magnifiers.
1, 4	E3.b	List the basic things that most organisms need to survive.
1, 4	E3.c	Identify structures that help organisms do things to stay alive.
2	E4.a	Give examples of how organisms are like their parents and not like them.
4, 5	E5.a	Describe some organisms' features that allow the organisms to live in places others cannot.

Maine Mathematics Performance Indicators: Grades Pre-K – 2

Lesson	Indicator	Descriptor
2	A2	Use an operation appropriate to a given situation.

MAINE ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

3	B1.e	Read temperature on thermometers with scales marked with one degree intervals.
2	B2	Read, construct, and interpret picture graphs.
2	C1.a	Identify shapes in the physical environment.
3	C2.a	Measure length and capacity by direct and indirect comparison.
2, 5	D1.b	Know that addition is commutative and apply this understanding in computation and problem-solving.
3	D3.b	Describe, extend, and create growing patterns.

Maine English Language Arts Performance Indicators: Grades Pre-K – 2

Lesson	Indicator	Descriptor
1, 2, 3, 4, 6	A1.a	Use comprehension strategies to understand texts within a grade appropriate span of text complexity.
All lessons	A1.b	Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.
1, 2, 3, 4, 6	A1.c	Demonstrate phonemic awareness and use phonics to decode new words.
1, 2, 3, 4, 6	A1.e	Demonstrate comprehension by making logical predictions based on text or stating connections made.
1, 6	A2.a	Identify and describe settings and characters.
1, 6	A2.b	Retell the sequence of events and include essential details.
1, 6	A2.c	Answer questions about information found directly in the text.
All lessons	A3.a	Ask and answer relevant questions.
4	A3.b	Restate facts from text.
1, 2, 3, 4, 6	A3.c	Follow one-step and two-step written instructions.
All lessons	B1.a	Select a focus for writing and develop an idea, including a beginning, middle, and end.
All lessons	B1.b	Respond to clarifying questions and suggested revisions.
All lessons	B1.c	Edit, with assistance, for correct grammar, usage, and mechanics.
All lessons	B1.d	Create legible final drafts.
2	B2.a	Include descriptive details that enable the reader to create mental images.
All lessons	B3.a	Write brief descriptions of objects, people, places, or events.
2, 3, 5	B3.b	Record and share, in writing, information that has been gathered.
3	B5.c	Write one-step and two-step directions for completing a simple task.
1, 2, 3	C1.d	Share information gathered using oral and visual examples.
All lessons	D1.b	Use simple sentences.
All lessons	D2.b	Capitalize proper nouns and words at the beginning of sentences.
All lessons	D2.c	Use periods, question marks, and exclamation points.

MAINE ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

All lessons	D2.d	Spell high frequency grade-level words.
All lessons	D2.e	Use phonics patterns to aid in spelling.
All lessons	E1.a	Ask relevant questions at appropriate times.
All lessons	E1.b	Converse without interrupting.
All lessons	E1.c	Follow one-step and two-step oral directions.
All lessons	E2.a	Make clear requests at appropriate times.
3	E2.b	Make simple presentations using eye contact.
All lessons	E2.c	Use voice level appropriate to the situation.
All lessons	E2.d	Share stories and information and support opinions using oral and visual examples.

Maine Health and Physical Education Performance Indicators: Grades Pre-K – 2

Lesson	Indicator	Descriptor
All lessons	A1	Recognize that healthy behaviors impact personal health.
4, 5, 6	A2	Recognize that there are multiple dimensions of health.
1, 2	A3	Describe the transmission and prevention of common childhood communicable diseases.
All lessons	A6	Identify basic health terms related to family life: nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
2	B1	Identify trusted adults and professionals who can help promote health.
5, 6	C1.a	Choose healthy foods.
1, 2	C1.b	Demonstrate personal hygiene skills, including hand-washing.
3, 4, 5	D1.a	Identify family influences on personal health practices and behaviors.
All lessons	E1.a	Demonstrate healthy ways to express needs, wants, and feelings.
All lessons	E1.d	Demonstrate listening skills to enhance health.
5, 6	E2	Encourage peers to make positive health choices.
5	F2	Identify a short-term personal health goal and take action toward achieving the goal.