

Connections to Standards in Gateway

PLTW curriculum is designed to empower students to thrive in an evolving world. As a part of the design process when developing and updating our curriculum, we focus on connections to a variety of standards. PLTW Energy and the Environment connects to standards in the following:

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Common Core College and Career Readiness Anchor Standards

Reading

Key Ideas and Details

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core College and Career Readiness Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.W.9

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

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core College and Career Readiness Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Language

Conventions of Standard English

CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core College and Career Readiness Anchor Standards

CCSS.ELA-LITERACY.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of word relationships and nuances in word meanings.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

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Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

Reading Science/Technical

Key Ideas and Details

CCSS.ELA-LITERACY.RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Craft and Structure

CCSS.ELA-LITERACY.RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Writing in History/social Studies, Science, and Technical Subjects

Text Types and Purposes

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.WHST.6-8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.WHST.6-8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.WHST.6-8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

Production and Distribution of Writing

CCSS.ELA-LITERACY.WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.WHST.6-8.5

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.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- | | | | | | | | | |
|------------------------------|---|---|---|---|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.WHST.6-8.8

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

- | | | | | | | | | |
|------------------------------|---|---|---|---|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

- | | | | | | | | | |
|------------------------------|---|---|--|---|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 6–8 Literacy Standards for History/Social Studies, Science, and Technical Subjects

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Common Core State Standards for English Language Arts 6th Grade

Reading Literature

Key Ideas and Details

CCSS.ELA-LITERACY.RL.6.1

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

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Reading Informational

Key Ideas and Details

CCSS.ELA-LITERACY.RI.6.1

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

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.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 judgments.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Craft and Structure

CCSS.ELA-LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core State Standards for English Language Arts 6th Grade

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.6.7

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.

- | | | | | | | | | |
|------------------------------|---|---|---|---|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |
-

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.6.2

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

- | | | | | | | | | |
|------------------------------|---|---|---|---|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- | | | | | | | | | |
|------------------------------|---|---|---|---|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 6th Grade

CCSS.ELA-LITERACY.W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.W.6.5

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.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core State Standards for English Language Arts 6th Grade

CCSS.ELA-LITERACY.W.6.9

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

- | | | | | | | | | |
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| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.6.1

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.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- | | | | | | | | | |
|------------------------------|---|---|--|---|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 6th Grade

CCSS.ELA-LITERACY.SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.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.

- | | | | | | | | | |
|------------------------------|---|---|--|---|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.6.4

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.

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|------------------------------|---|---|---|---|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 6th Grade

Language

Conventions of Standard English

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
- 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
- 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
- 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
- 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Knowledge of Language

CCSS.ELA-LITERACY.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
- 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
- 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
- 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
- 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core State Standards for English Language Arts 6th Grade

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3

1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3

3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

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Common Core State Standards for English Language Arts 7th Grade

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.W.7.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|---|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.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.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.7.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

- | | | | | | | | | |
|------------------------------|---|---|--|---|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 7.w.1–3)

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 7th Grade

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.7.8

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

- | | | | | | | | | |
|------------------------------|---|---|---|---|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |
-

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.7.1.b

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 7th Grade

CCSS.ELA-LITERACY.SL.7.1.c

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 7th Grade

Language

Conventions of Standard English

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.L.7.2.b

Spell correctly.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Knowledge of Language

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.L.7.3.a

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core State Standards for English Language Arts 7th Grade

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

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|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

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Common Core State Standards for English Language Arts 8th Grade

Writing

Text Types and Purposes

CCSS.ELA-LITERACY.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.

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|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Production and Distribution of Writing

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)

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|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 8th Grade

CCSS.ELA-LITERACY.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.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Research to Build and Present Knowledge

CCSS.ELA-LITERACY.W.8.8

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

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

CCSS.ELA-LITERACY.W.8.9

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

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Common Core State Standards for English Language Arts 8th Grade

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-LITERACY.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.

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|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.8.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.8.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- | | | | | | | | | |
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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.8.1.c

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.8.1.d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 8th Grade

Presentation of Knowledge and Ideas

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Language

Conventions of Standard English

CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.L.8.2.c

Spell correctly.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Common Core State Standards for English Language Arts 8th Grade

Knowledge of Language

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.8.5.b

Use the relationship between particular words to better understand each of the words.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|---|---|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

CCSS.ELA-LITERACY.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- | | | | | | | | | |
|---|---|---|--|--|---|---|---|---|
| <input type="checkbox"/> A.1 | <input checked="" type="checkbox"/> A.2 | <input checked="" type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input checked="" type="checkbox"/> A.5 | | <input checked="" type="checkbox"/> B.1 | <input checked="" type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 | |

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Common Core State Standards for Mathematics 6th Grade

Statistics And Probability

Summarize And Describe Distributions.

CCSS.MATH.CONTENT.6.SP.B.5.b

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

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Empowered Learner

1a

Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Knowledge Constructor

3a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Innovative Designer

4a

Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

4b

Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

4c

Students develop, test and refine prototypes as part of a cyclical design process.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Computational Thinker

5c

Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8
-

Creative Communicator

6b

Students create original works or responsibly repurpose or remix digital resources into new creations.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

6c

Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8
-

Global Collaborator

7c

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Standards for Technological and Engineering Literacy

Nature and Characteristics of Technology and Engineering

STEL-1M

Apply creative problem-solving strategies to the improvement of existing devices or processes or the development of new approaches.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|--|-------------------------------|------------------------------|---|---|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Core Concepts of Technology and Engineering

STEL-2R

Compare how different technologies involve different sets of processes.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|---|-------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

STEL-2S

Defend decisions related to a design problem.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Integration of Knowledge, Technologies, and Practices

STEL-3E

Analyze how different technological systems often interact with economic, environmental, and social systems.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|---|-------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

STEL-3F

Apply a product, system or process developed for one setting to another setting.

- | | | | | | | | | |
|------------------------------|----------------------------------|------------------------------|---|-------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input checked="" type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Standards for Technological and Engineering Literacy

STEL-3G

Explain how knowledge gained from other content areas affects the development of technological products and systems.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8
-

Impacts of Technology

STEL-4L

Analyze how the creation and use of technologies consumes renewable and non-renewable resources and creates waste.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

STEL-4N

Analyze examples of technologies that have changed the way people think, interact, and communicate.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8
-

Influence of Society on Technological Development

STEL-5F

Analyze how an invention or innovation was influenced by its historical context.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8
-

Design in Technology and Engineering Education

STEL-7Q

Apply the technology and engineering design process.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Standards for Technological and Engineering Literacy

STEL-7R

Refine design solutions to address criteria and constraints.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

STEL-7U

Evaluate the strengths and weaknesses of different design solutions.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

STEL-7V

Improve essential skills necessary to successfully design.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

K12 Computer Science Framework

Collaborating Around Computing

P2.CAC.1

Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

P2.CAC.2

Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

P2.CAC.3

Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Next Generation Science Standards

Earth and Human Activity

NGSS.MS-ESS3-3

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

NGSS.MS-ESS3-4

Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

NGSS.MS-ESS3-5

Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Engineering Design

NGSS.MS-ETS1-1

Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

NGSS.MS-ETS1-2

Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Next Generation Science Standards

NGSS.MS-ETS1-3

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 |

NGSS.MS-ETS1-4

Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 |

Matter and Its Interactions

NGSS.MS-PS1-3

Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.]

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 |

NGSS.MS-PS1-4

Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 |

Next Generation Science Standards

Energy

NGSS.MS-PS3-3

Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

NGSS.MS-PS3-4

Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Science and Engineering Practices

Asking Questions and Defining Problems

NGSS.P1

Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Developing and Using Models

NGSS.P2

Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input checked="" type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 | |

Next Generation Science Standards

Planning and Carrying Out Investigations

NGSS.P3

Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input checked="" type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 |

Analyzing and Interpreting Data

NGSS.P4

Analyzing and interpreting data.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 |

NGSS.P4

• Analyze and interpret data to provide evidence for phenomena.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 |

NGSS.P4

• Analyze and interpret data to determine similarities and differences in findings.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 1.2/1.2 | <input type="checkbox"/> 1.3 | <input type="checkbox"/> A1.4 | <input type="checkbox"/> P1.4 | | <input type="checkbox"/> 2.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 2.3 |
| <input type="checkbox"/> 3.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 3.4 | <input type="checkbox"/> 3.5 | | <input checked="" type="checkbox"/> 3.6 | <input type="checkbox"/> 3.7 | <input type="checkbox"/> 3.8 |

Constructing Explanations and Designing Solutions

NGSS.P6

Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

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| <input type="checkbox"/> A.1 | <input type="checkbox"/> A.2 | <input type="checkbox"/> A.3 | <input type="checkbox"/> A.4 | <input type="checkbox"/> A.5 | | <input type="checkbox"/> B.1 | <input type="checkbox"/> B.2 | <input type="checkbox"/> B.3 |
| <input checked="" type="checkbox"/> 1.1 | <input checked="" type="checkbox"/> 1.2/1.2 | <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> A1.4 | <input checked="" type="checkbox"/> P1.4 | | <input checked="" type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 2.3 |
| <input checked="" type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 3.2 | <input checked="" type="checkbox"/> 3.3 | <input checked="" type="checkbox"/> 3.4 | <input checked="" type="checkbox"/> 3.5 | | <input checked="" type="checkbox"/> 3.6 | <input checked="" type="checkbox"/> 3.7 | <input checked="" type="checkbox"/> 3.8 |

Next Generation Science Standards

NGSS.P6

• Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

Obtaining, Evaluating, and Communicating Information

NGSS.P8

Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

- A.1 A.2 A.3 A.4 A.5 | B.1 B.2 B.3
 1.1 1.2/1.2 1.3 A1.4 P1.4 | 2.1 2.2 2.3
 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8

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