

Take a Day Time Break to Support Your Students' Mental Wellness



On Our Sleeves® Presents: Take a Day Time Break for Middle Schools
 Common Core State Standards for English Language Arts,
 National Health Education Standards, and CASEL Core Competencies
 Grades 6 to 8

Grade 6: Common Core State Standards for ELA ¹	Activity 1	Activity 2
READING: INFORMATIONAL TEXT		
Key Ideas and Details: <u>CCSS.ELA-LITERACY.RI.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	√	√
Craft and Structure: <u>CCSS.ELA-LITERACY.RI.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	√	
WRITING		
Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.6.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.		√
SPEAKING & LISTENING		
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.6.1</u> 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.	√	√
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.6.4</u> 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.		√
LANGUAGE		
Knowledge of Language: <u>CCSS.ELA-LITERACY.L.6.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√

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Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.6.4</u> 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.	√	
Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.6.6</u> 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.	√	

Grade 7: Common Core State Standards for ELA ¹	Activity 1	Activity 2
READING: INFORMATIONAL TEXT		
Key Ideas and Details: <u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	√	√
Craft and Structure: <u>CCSS.ELA-LITERACY.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	√	
WRITING		
Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.		√
SPEAKING & LISTENING		
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.7.1</u> 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.	√	√
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		√
LANGUAGE		
Knowledge of Language: <u>CCSS.ELA-LITERACY.L.7.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√

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Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.7.4</u> 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.	√	
Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.7.6</u> 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.	√	

Grade 8: Common Core State Standards for ELA ¹	Activity 1	Activity 2
READING: INFORMATIONAL TEXT		
Key Ideas and Details: <u>CCSS.ELA-LITERACY.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	√	√
Craft and Structure: <u>CCSS.ELA-LITERACY.RI.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	√	
WRITING		
Research to Build and Present Knowledge: <u>CCSS.ELA-LITERACY.W.8.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.		√
SPEAKING & LISTENING		
Comprehension and Collaboration: <u>CCSS.ELA-LITERACY.SL.8.1</u> 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.	√	√
Presentation of Knowledge and Ideas: <u>CCSS.ELA-LITERACY.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		√
LANGUAGE		
Knowledge of Language: <u>CCSS.ELA-LITERACY.L.8.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	√	√

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<p>Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.8.4</u> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>	√	
<p>Vocabulary Acquisition and Use: <u>CCSS.ELA-LITERACY.L.8.6</u> 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.</p>	√	

Grades 6-8: National Health Education Standards ²	Activity 1	Activity 2
<u>Standard 1</u> Students will comprehend concepts related to health promotion and disease prevention to enhance health. 1.8.1 Analyze the relationship between healthy behaviors and personal health.	√	√
<u>Standard 2</u> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 2.8.1 Examine how the family influences the health of adolescents.	√	√
<u>Standard 4</u> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.		√ √
<u>Standard 5</u> Students will demonstrate the ability to use decision-making skills to enhance health. 5.8.1 Identify circumstances that can help or hinder healthy decision making.		√
<u>Standard 6</u> Students will demonstrate the ability to use goal-setting skills to enhance health. 6.8.1 Assess personal health practices.		√
<u>Standard 7</u> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	√	√
<u>Standard 8</u> Students will demonstrate the ability to advocate for personal, family, and community health. 8.8.2 Demonstrate how to influence and support others to make positive health choices.		√

² Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society. Available at www.cdc.gov/healthyschools/sher/standards/index.htm.

CASEL ³	Activity 1	Activity 2
Supports Collaborative for Academic, Social, and Emotional Learning (CASEL) Five Core Competencies		
Self-awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”	√	√
Self-management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.		√
Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.	√	√
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.		√
Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.		√

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