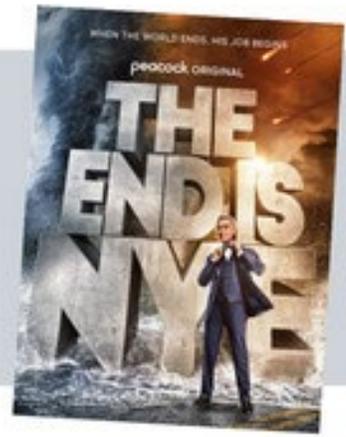


# EDUCATION STANDARDS

## Grades 5-8



### Common Core English Language Arts\* and Next Generation Science Standards\*\*

GRADE 5 ENGLISH LANGUAGE ARTS	Activity 1	Activity 2	Activity 3
<b>READING INFORMATIONAL TEXT</b>			
<b>Key Ideas and Details</b>			
CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X		X
CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	X	
CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	X	X	X
<b>Craft and Structure</b>			
CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	X	X	
<b>Integration of Knowledge and Ideas</b>			
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		X	X
<b>Range of Reading and Level of Text Complexity</b>			
CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	X	X	X

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\*\* NGSS Lead States. 2013. Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.

<b>GRADE 5 ENGLISH LANGUAGE ARTS (continued)</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
<b>WRITING</b>			
<b>Text Types and Purposes</b> CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	X
<b>Production and Distribution of Writing</b> CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	X	X	X
<b>Research to Build and Present Knowledge</b> CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	X	X	
CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		X	X
<b>Range of Writing</b> CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X	X	X

<b>GRADES 6-8 ENGLISH LANGUAGE ARTS</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>
<b>SCIENCE AND TECHNICAL SUBJECTS</b>			
<b>Key Ideas and Details</b> CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	X		
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.	X	X	X
<b>Craft and Structure</b> 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.	X	X	X

GRADES 6-8 ENGLISH LANGUAGE ARTS (continued)	Activity 1	Activity 2	Activity 3
<b>SCIENCE AND TECHNICAL SUBJECTS</b>			
<b>Integration of Knowledge and Ideas</b> CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	X	X	X
<b>Range of Reading and Level of Text Complexity</b> 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.	X	X	X
<b>SPEAKING &amp; LISTENING</b>			
<b>Comprehension and Collaboration</b> CCSS.ELA-LITERACY.SL.6.1, 7.1, 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	X	X	X
<b>LANGAUGE</b>			
<b>Conventions of Standard English</b> CCSS.ELA-LITERACY.L.6.1, 7.1, 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
<b>Knowledge of Language</b> CCSS.ELA-LITERACY.L.6.3, 7.3, 8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
<b>Vocabulary Acquisition and Use</b> CCSS.ELA-LITERACY.L.6.6, 7.6, 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.	X	X	X

NEXT GENERATION SCIENCE STANDARDS	Activity 1	Activity 2	Activity 3
<b>MS- ESS3: Earth and Human Activity</b>			
<b>MS-ESS3-2.</b> Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	X	X	X
<b>MS-ESS3-3.</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	X	X	X
<b>MS-ESS3-4.</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems	X	X	X
<b>MS-ESS3-5.</b> Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	X	X	X