

# let's get real.

## COMMON CORE STATE STANDARDS\* AND SOCIAL-EMOTIONAL LEARNING – CASEL FRAMEWORK\*\* GRADES 6 TO 12 INTRODUCTORY TEACHING KIT ACTIVITIES

GRADE 6 English Language Arts Standards*	Activity 1: A More Real World	Activity 2: Authentically Me	Activity 3: Real Me Mag Feature
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x		
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.	x		
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	x		
<b>Craft and Structure</b>			
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	x		
<b>Integration of Knowledge and Ideas</b>			
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	x		
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	x		
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	x	x	x
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x
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.	x		x

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<b>GRADE 6 (continued) English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	x	x	x
<b>Research to Build and Present Knowledge</b>			
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		x	x
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.	x		x
<b>Range of Writing</b>			
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
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
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.	x	x	x
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.	x	x	
<b>Presentation of Knowledge and Ideas</b>			
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.	x	x	x
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		x	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	x	x	x
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x

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GRADE 6 (continued) English Language Arts Standards*	Activity 1: A More Real World	Activity 2: Authentically Me	Activity 3: Real Me Mag Feature
<b>Vocabulary Acquisition and Use</b>			
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

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<b>GRADE 7 English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X		
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	X		
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	X		
<b>Craft and Structure</b>			
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	X		
<b>Integration of Knowledge and Ideas</b>			
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	X		
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	X		
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	X	X	X
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	X	X
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.	X		X
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	X	X	X

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<b>GRADE 7 (continued) English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
<b>Research to Build and Present Knowledge</b>			
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		X	X
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.	X		X
<b>Range of Writing</b>			
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
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
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.	X	X	X
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.	X	X	
<b>Presentation of Knowledge and Ideas</b>			
4. 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.	X	X	X
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		X	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X

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GRADE 7 (continued) English Language Arts Standards*	Activity 1: A More Real World	Activity 2: Authentically Me	Activity 3: Real Me Mag Feature
<b>Vocabulary Acquisition and Use</b>			
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.	x	x	x

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<b>GRADE 8 English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X		
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text	X		
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	X		
<b>Craft and Structure</b>			
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	X		
<b>Integration of Knowledge and Ideas</b>			
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	X		
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	X		
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	X	X	X
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	X	X
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.	X		X
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.	X	X	X
<b>Research to Build and Present Knowledge</b>			
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.		X	X

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<b>GRADE 8 (continued) English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
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	X		X
<b>Range of Writing</b>			
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
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
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.	X	X	X
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	X	X	
<b>Presentation of Knowledge and Ideas</b>			
4. 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.	X	X	X
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		X	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
<b>Vocabulary Acquisition and Use</b>			
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

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GRADES 9 & 10 English Language Arts Standards*	Activity 1: A More Real World	Activity 2: Authentically Me	Activity 3: Real Me Mag Feature
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	x		
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	x		
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	x		
<b>Craft and Structure</b>			
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	x		
<b>Integration of Knowledge and Ideas</b>			
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	x		
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	x	x	x
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x
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.	x		x
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	x	x	x
<b>Research to Build and Present Knowledge</b>			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		x	x
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	x		x

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<b>GRADES 9 &amp; 10 (continued)</b> <b>English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
<b>Range of Writing</b>			
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 tasks, purposes, and audiences.	X		X
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	X	X	X
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	X	X	
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	X	X	
<b>Presentation of Knowledge and Ideas</b>			
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	X	X	X
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		X	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
<b>Knowledge of Language</b>			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X	X	X
<b>Vocabulary Acquisition and Use</b>			
6. Acquire and use accurately 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.	X	X	X

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<b>GRADES 11 &amp; 12 English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	x		
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	x		
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	x		
<b>Craft and Structure</b>			
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	x		
<b>Integration of Knowledge and Ideas</b>			
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	x		
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	x	x	x
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x	x	x
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	x		x
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	x	x	x
<b>Research to Build and Present Knowledge</b>			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		x	x

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<b>GRADES 11 &amp; 12 (continued)</b> <b>English Language Arts Standards*</b>	<b>Activity 1: A More Real World</b>	<b>Activity 2: Authentically Me</b>	<b>Activity 3: Real Me Mag Feature</b>
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	x		x
<b>Range of Writing</b>			
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 tasks, purposes, and audiences.	x		x
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	x	x	x
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	x	x	
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	x	x	
<b>Presentation of Knowledge and Ideas</b>			
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	x	x	x
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		x	
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	x	x	x
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x
<b>Knowledge of Language</b>			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	x	x	x

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GRADES 11 & 12 (continued) English Language Arts Standards*	Activity 1: A More Real World	Activity 2: Authentically Me	Activity 3: Real Me Mag Feature
<b>Vocabulary Acquisition and Use</b>			
6. Acquire and use accurately 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.	x	x	x

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GRADES 6-12 Social Emotional Learning -- CASEL Framework**	Activity 1: A More Real World	Activity 2: Authentically Me	Activity 3: Real Me Mag Feature
<b>SELF-AWARENESS:</b> The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.	x	x	x
<b>SOCIAL AWARENESS:</b> The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.	x	x	x
<b>SELF-MANAGEMENT:</b> The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	x	x	x
<b>RELATIONSHIP SKILLS:</b> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.			x
<b>RESPONSIBLE DECISION-MAKING:</b> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	x	x	x

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# let's get real.

## COMMON CORE STATE STANDARDS\* AND SOCIAL-EMOTIONAL LEARNING—CASEL FRAMEWORK\*\* GRADES 6 TO 12 BONUS ACTIVITIES

	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>GRADE 6</b>			
<b>English Language Arts Standards*</b>			
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		x	
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.		x	
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		x	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		x	
<b>Craft and Structure</b>			
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		x	
Integration of Knowledge and Ideas			
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		x	x
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			x
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	x	x	x
Production and Distribution of Writing			

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<b>GRADE 6 (continued) English Language Arts Standards*</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X
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.			X
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		X	X
<b>Research to Build and Present Knowledge</b>			
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	X	X	X
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.		X	X
<b>Range of Writing</b>			
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>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
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.	X	X	X
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.		X	X
<b>Presentation of Knowledge and Ideas</b>			
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.	X	X	X
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		X	X
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	

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<b>GRADE 6 (continued) English Language Arts Standards*</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
<b>Vocabulary Acquisition and Use</b>			
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

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GRADE 7 English Language Arts Standards*	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		x	
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.		x	
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		x	
<b>Craft and Structure</b>			
4. 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.		x	
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		x	
<b>Integration of Knowledge and Ideas</b>			
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		x	x
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.			x
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	x	x	x
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		x	x
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.			x

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<b>GRADE 7 (continued)</b> <b>English Language Arts Standards*</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		X	X
<b>Research to Build and Present Knowledge</b>			
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	X	X	X
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.		X	X
<b>Range of Writing</b>			
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>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
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.	X	X	X
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.		X	X
<b>Presentation of Knowledge and Ideas</b>			
4. 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.	X	X	X
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		X	X
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X

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GRADE 7 (continued) English Language Arts Standards*	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x
<b>Vocabulary Acquisition and Use</b>			
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.	x	x	x

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	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>GRADE 8</b>			
<b>English Language Arts Standards*</b>			
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		x	
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text		x	
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		x	
<b>Craft and Structure</b>			
4. 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.		x	
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		x	
<b>Integration of Knowledge and Ideas</b>			
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		x	x
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.			x
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	x	x	x
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		x	x
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.			x

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<b>GRADE 8 (continued)</b> <b>English Language Arts Standards*</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
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.		X	X
<b>Research to Build and Present Knowledge</b>			
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.	X	X	X
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		X	X
<b>Range of Writing</b>			
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>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
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.	X	X	X
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		X	X
<b>Presentation of Knowledge and Ideas</b>			
4. 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.	X	X	X
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		X	X
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X

<b>GRADE 8 (continued) English Language Arts Standards*</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
<b>Knowledge of Language</b>			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x
<b>Vocabulary Acquisition and Use</b>			
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

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GRADES 9 & 10 English Language Arts Standards*	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		x	
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		x	
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		x	
<b>Craft and Structure</b>			
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		x	
<b>Integration of Knowledge and Ideas</b>			
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		x	x
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	x	x	x
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		x	x
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.			x
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		x	x

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GRADES 9 & 10 (continued) English Language Arts Standards*	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>Research to Build and Present Knowledge</b>			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	x	x	x
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		x	x
<b>Range of Writing</b>			
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 tasks, purposes, and audiences.	x	x	x
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	x	x	x
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		x	x
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		x	x
<b>Presentation of Knowledge and Ideas</b>			
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	x	x	x
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		x	x
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	x	x	

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GRADES 9 & 10 (continued) English Language Arts Standards*	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x
<b>Knowledge of Language</b>			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	x	x	x
<b>Vocabulary Acquisition and Use</b>			
6. Acquire and use accurately 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.	x	x	x

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	Bonus Activity 1: It's Me in the Mirror	Bonus Activity 2: Listen Up!	Bonus Activity 3: Get Real – Let Me Introduce Myself
<b>GRADES 11 &amp; 12</b>			
<b>English Language Arts Standards*</b>			
<b>Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		X	
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		X	
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		X	
<b>Craft and Structure</b>			
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		X	
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		X	
<b>Integration of Knowledge and Ideas</b>			
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		X	X
<b>Writing</b>			
<b>Text Types and Purposes</b>			
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X
<b>Production and Distribution of Writing</b>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			X
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		X	X

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<b>GRADES 11 &amp; 12 (continued)</b> <b>English Language Arts Standards*</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
<b>Research to Build and Present Knowledge</b>			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	x	x	x
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		x	x
<b>Range of Writing</b>			
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 tasks, purposes, and audiences.	x	x	x
<b>Speaking and Listening</b>			
<b>Comprehension and Collaboration</b>			
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	x	x	x
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		x	x
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		x	x
<b>Presentation of Knowledge and Ideas</b>			
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	x	x	x
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		x	x

<b>GRADES 11 &amp; 12 (continued) English Language Arts Standards*</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	x	x	
<b>Language</b>			
<b>Conventions of Standard English</b>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	
<b>Knowledge of Language</b>			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	x	x	x
<b>Vocabulary Acquisition and Use</b>			
6. Acquire and use accurately 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.	x	x	x

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<b>GRADES 6-12 Social-Emotional Learning -- CASEL Framework**</b>	<b>Bonus Activity 1: It's Me in the Mirror</b>	<b>Bonus Activity 2: Listen Up!</b>	<b>Bonus Activity 3: Get Real – Let Me Introduce Myself</b>
<b>SELF-AWARENESS:</b> The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.	x	x	
<b>SOCIAL AWARENESS:</b> The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.		x	x
<b>SELF-MANAGEMENT:</b> The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	x	x	x
<b>RELATIONSHIP SKILLS:</b> The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.			x
<b>RESPONSIBLE DECISION-MAKING:</b> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.		x	x

\*\*Source: Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. © 2023 CASEL. All rights reserved.