



BIODIVERSITY AT RISK

YOUR CHOICES MATTER

COMMON CORE NATIONAL STANDARDS ENGLISH LANGUAGE ARTS AND SCIENCE¹,
 NEXT GENERATION NATIONAL SCIENCE STANDARDS²,
 AND SOCIAL-EMOTIONAL LEARNING – CASEL FRAMEWORK³
 GRADES 6-8

GRADE 6 English Language Arts Standards ¹	ACTIVITY			
	1	2	3	4
SCIENCE & TECHNICAL SUBJECTS				
Key Ideas and Details:				
CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	•	•		•
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.	•	•		•
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.	•	•	•	•
Integration of Knowledge and Ideas:				
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).			•	
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.	•	•	•	•
Knowledge of Language:				
CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•
WRITING				
Text Type and Purposes:				
CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.		•		•
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.	•	•	•	•
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.	•	•		•
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.			•	
CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•

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GRADE 6 (CONTINUED) English Language Arts Standards ¹	ACTIVITY			
	1	2	3	4
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.	●		●	●
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.	●	●		●
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.	●	●	●	●
CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	●	●	●	●
READING: INFORMATIONAL TEXT				
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.	●	●		●
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.	●	●		●
CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	●			●
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.	●	●	●	●
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.	●	●	●	●

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GRADE 7 English Language Arts Standards ¹	ACTIVITY			
	1	2	3	4
SCIENCE & TECHNICAL SUBJECTS				
Key Ideas and Details:				
CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	•	•		•
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.	•	•		•
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.	•	•	•	•
Integration of Knowledge and Ideas:				
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).			•	
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.	•	•	•	•
Knowledge of Language:				
CCSS.ELA-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•
WRITING				
Text Type and Purposes:				
CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.		•		•
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.	•	•	•	•
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.	•	•		•
Research to Build and Present Knowledge:				
CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.		•		
CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•
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.	•		•	•

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GRADE 7 (CONTINUED) English Language Arts Standards ¹	ACTIVITY			
	1	2	3	4
SPEAKING AND LISTENING				
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.	•	•		•
Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.7.4 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.	•	•	•	•
CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	•	•	•	•
READING: INFORMATIONAL TEXT				
Key Ideas and Details: CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	•	•		•
CCSS.ELA-LITERACY.RI.7.2 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.	•	•		•
CCSS.ELA-LITERACY.RI.7.3 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).	•			•
Craft and Structure: CCSS.ELA-LITERACY.RI.7.4 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.	•	•	•	•

GRADE 8 English Language Arts Standards ¹	ACTIVITY			
	1	2	3	4
SCIENCE & TECHNICAL SUBJECTS				
Key Ideas and Details:				
CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	•	•		•
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.	•	•		•
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.	•	•	•	•
Integration of Knowledge and Ideas:				
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).			•	
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.	•	•	•	•
Knowledge of Language:				
CCSS.ELA-LITERACY.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	•	•	•	•
WRITING				
Text Type and Purposes:				
CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.		•		•
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.	•	•	•	•
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.	•	•		•
Research to Build and Present Knowledge:				
CCSS.ELA-LITERACY.W.8.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		•		
CCSS.ELA-LITERACY.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•
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.	•		•	•
CCSS.ELA-LITERACY.SL.8.2 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.	•	•		•

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GRADE 8 (CONTINUED) English Language Arts Standards ¹	ACTIVITY			
	1	2	3	4
SPEAKING AND LISTENING				
Presentation of Knowledge and Ideas:				
CCSS.ELA-LITERACY.SL.8.4 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.	•	•	•	•
CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	•	•	•	•
READING: INFORMATIONAL TEXT				
Key Ideas and Details:				
CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	•	•		•
CCSS.ELA-LITERACY.RI.8.2 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.	•	•		•
CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	•			•

GRADES 6-8 Next Generation National Science Standards ²	ACTIVITY			
	1	2	3	4
MS-LS1-4 From Molecules to Organisms: Structures and Processes Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.		•	•	
MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	•	•	•	•
MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	•	•	•	•
MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.			•	
MS-LS2-4 Ecosystems: Interactions, Energy, and Dynamics Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	•	•	•	•
MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	•	•		•
MS-ESS3-3 Earth and Human Activity Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	•	•		•

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

GRADES 6-8 Social Emotional Learning – CASEL Framework ³	ACTIVITY			
	1	2	3	4
Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.			●	●
Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	●	●	●	●

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