

COMMON CORE NATIONAL STANDARDS¹, SOCIAL-EMOTIONAL LEARNING – CASEL FRAMEWORK², AND NEXT GENERATION NATIONAL SCIENCE STANDARDS³ GRADES 6-8 DIGITAL TEACHING KIT

GRADES 6-8		ACTIVITY					
English Language Arts Standards ¹	1	2	3	4	5		
SCIENCE & TECHNICAL SUBJECTS							
CCSS.ELA-LITERACY.RST.6-8.3							
Key Ideas and Details:							
Follow precisely a multistep procedure when carrying out experiments, taking	•		•				
measurements, or performing technical tasks.							
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).							

GRADE 6		ACTI	VITY		
English Language Arts Standards ¹	1	2	3	4	5
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,	•	•	•	٠	•
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.		•		٠	
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.					

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GRADE 5 (continued) ACTIVITY English Language Arts Standards ¹ 1 2 3 4 5 LANGUAGE 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. •						
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GRADE 7			ACTIVITY		
English Language Arts Standards*	1	2	3	4	5
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,	•	٠	•	٠	٠
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.					
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.					
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GRADE 7 (continued)		ACTIVITY				
English Language Arts Standards*	1	2	3	4	5	
READING: INFORMATIONAL TEXT						
Key Ideas and Details:						
CCSS.ELA-LITERACY.RI.7.1						
Cite textual evidence to support analysis of what the text says explicitly				•		
as well as inferences drawn from the text.						
CCSS.ELA-LITERACY.RI.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				٠		
(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			ACTIVITY			
English Language Arts Standards*	1	2	3	4	5	
LANGUAGE						
Conventions of Standard English:						
CCSS.ELA-LITERACY.L.8.1						
Demonstrate command of the conventions of standard English grammar and	٠	٠	٠	•		
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 (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Draw evidence from literary or informational texts to support analysis, • • • • • • • • • • • •

GRADE 8 (continued)	ΑCTIVITY				
English Language Arts Standards*	1	2	3	4	5
SPEAKING AND LISTENING					
Comprehension and Collaboration:					
CCSS.ELA-LITERACY.SL.8.1					
Engage effectively in a range of collaborative discussions (one-on-one, in		٠	•		
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.					
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					
Include 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).					

Social Emotional Learning – CASEL Framework Grades 6-8 ²	ACTIVITY				
	1	2	3	4	5
Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	٠	•			
Relationship skills : The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.		•	•	•	

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

Next Generation National Science Standards – Grades 6-8 ³		ACTIVITY			
	1	2	3	4	5
MS-ETS1-2 Engineering Design					
Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-3 Engineering Design	•		•		
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.			•		

3. © 2013 Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press.