

EDUCATION STANDARDS

GRADES

COMMON CORE STATE STANDARDS

ENGLISH LANGUAGE ARTS AND LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

GRADE 7 AND 8

SPEAKING AND LISTENING

- ▶ Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly. (Lessons 1, 2, 3, 4, and 5)
- ▶ 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. (Lessons 2 and 4)

READING

- ▶ Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Lessons 3, 4, and 5)
- ▶ Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Lessons 3, 4, and 5)
- ▶ Grade 7: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (Lesson 3)
- ▶ Grade 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. (Lesson 3)

READING IN SCIENCE AND TECHNICAL SUBJECTS

- ▶ Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical context. (Lessons 1 and 2)
- ▶ Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (Lesson 5)
- ▶ Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (Lessons 2 and 3)

WRITING

- ▶ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Lessons 2, 3, and 4)
- ▶ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Lessons 3, 4, and 5)
- ▶ Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (Lessons 2 and 4)

NEXT-GENERATION SCIENCE STANDARDS

- ▶ Obtaining, Evaluating, and Communicating Information: Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (Lessons 2, 3, and 4)
- ▶ Science Addresses Questions About the Natural and Material World: Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (Lessons 1, 2, 3, 4, and 5)
- ▶ Scientific Knowledge Is Based on Empirical Evidence: Science knowledge is based upon logical and conceptual connections between evidence and explanations. (Lessons 1, 3, and 4)