

1. Lakes

**Great Lakes in My World**      **Unit: Lakes**

www.greatlakes.org

**Common Core:** English Language Arts

Category	Code	Grade	Standard	Activities																
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	RI.0.1	0	With prompting and support ask and answer questions about key details in a text.					X												
English Language Arts	RI.0.10	0	Actively participate in group reading activities with a purpose and understanding.					X												
English Language Arts	W.0.7	0	Participate in shared research and writing projects.					X												
English Language Arts	W.0.8	0	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X				X												X
English Language Arts	SL.0.1	0	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in smaller and larger groups.	X	X															X
English Language Arts	SL.0.2	0	Confirm understanding of a text read aloud or information presented orally or through other media by asking questions about key details and requesting clarification if something is not understood.	X																
English Language Arts	SL.0.4	0	Describe familiar people, places, things and events and with prompting and support, provide additional detail.	X				X												
English Language Arts	SL.0.5	0	Add drawings or other visual displays to descriptions as desired to provide additional detail.	X																
English Language Arts	L.0.6	0	Use words and phrases acquired through conversations, reading, and being read to, and									X								
English Language Arts	RI.1.1	1	Ask and answer questions about key details in a text.					X												
English Language Arts	RI.1.10	1	With prompting and support, read informational texts appropriately complex for grade 1.					X												
English Language Arts	W.1.7	1	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.)					X												X

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	W.1.8	1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X				X												X
English Language Arts	SL.1.1	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	X	X															X
English Language Arts	SL.1.2	1	Ask and answer questions about key details in a text read aloud or information presented orally or through	X																
English Language Arts	SL.1.4	1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X				X												
English Language Arts	SL.1.5	1	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and	X																
English Language Arts	L.1.6	1	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles									X								
English Language Arts	RI.2.1	2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of					X												
English Language Arts	RI.2.10	2	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end					X												
English Language Arts	W.2.7	2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).					X												X
English Language Arts	W.2.8	2	Recall information from experiences or gather information from provided sources to answer a	X				X												
English Language Arts	SL.2.1	2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	X	X															
English Language Arts	SL.2.4	2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X				X												
English Language Arts	SL.2.5	2	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas,	X																
English Language Arts	L.2.6	2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy									X								

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	RI.3.1	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as					X												
English Language Arts	RI.3.7	3	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and			X														
English Language Arts	RI.3.10	3	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 2–3 text complexity band independently and					X												
English Language Arts	W.3.7	3	Conduct short research projects that build knowledge about a topic.							X										X
English Language Arts	W.3.8	3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided							X	X									X
English Language Arts	W.3.10	3	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				X						
English Language Arts	SL.3.1	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own	X	X						X									X
English Language Arts	SL.3.2	3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,	X																
English Language Arts	SL.3.4	3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an					X												
English Language Arts	L.3.6	3	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night									X								
English Language Arts	RL.4.2	4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	X																
English Language Arts	RI.4.1	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing					X												
English Language Arts	RI.4.7	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			X	X													

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	RI.4.10	4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end					X												
English Language Arts	W.4.2	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					X					X							
English Language Arts	W.4.3	4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					X												
English Language Arts	W.4.7	4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.					X		X										X
English Language Arts	W.4.8	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of					X		X	X									X
English Language Arts	W.4.9	4	Draw evidence from literary or informational texts to support analysis, reflection, and research.					X												X
English Language Arts	W.4.10	4	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	X			X	X						
English Language Arts	SL.4.1	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own	X	X						X									X
English Language Arts	SL.4.2	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X																
English Language Arts	SL.4.4	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable					X												
English Language Arts	L.4.6	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal				X		X											
English Language Arts	RL.5.2	5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	X																

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	RI.5.1	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from					X												
English Language Arts	RI.5.7	5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			X	X													
English Language Arts	RI.5.10	5	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					X												
English Language Arts	W.5.2	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						X				X							
English Language Arts	W.5.3	5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						X											
English Language Arts	W.5.7	5	Conduct short research projects that use several sources to build knowledge through investigation of					X		X										X
English Language Arts	W.5.8	5	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	X									X
English Language Arts	W.5.9	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.					X												X
English Language Arts	W.5.10	5	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	X			X	X						
English Language Arts	SL.5.1	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own	X						X										X
English Language Arts	SL.5.2	5	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X																
English Language Arts	SL.5.4	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					X												
English Language Arts	L.5.6	5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g.,				X		X								X			

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	RI.6.1	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					X												
English Language Arts	RI.6.2	6	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								X			X	
English Language Arts	RI.6.7	6	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													
English Language Arts	RI.6.10	6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of that range.													X				
English Language Arts	W.6.2	6	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			X				X
English Language Arts	W.6.3	6	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.																X	
English Language Arts	W.6.7	6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry as needed.					X		X						X				X
English Language Arts	W.6.8	6	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					X								X				X
English Language Arts	W.6.9	6	Draw evidence from literary or informational texts to					X								X				X
English Language Arts	W.6.10	6	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	X	X			X	X		X			X	X
English Language Arts	SL.6.1	6	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	X							X					X			X	X
English Language Arts	SL.6.4	6	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				
English Language Arts	SL.6.6	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when					X												
English Language Arts	L.6.4	6	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													X			X	

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	L.6.5	6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.															X		X
English Language Arts	L.6.6	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	X	X
English Language Arts	RH.6.7	6	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in				X													
English Language Arts	RST.6.1	6	Cite specific textual evidence to support analysis of science and technical texts.				X													
English Language Arts	RST.6.2	6	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	
English Language Arts	RST.6.10	6	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.													X				
English Language Arts	WHST.6.2	6	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				X	X					X			X				
English Language Arts	WHST.6.7	6	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					X		X						X				X
English Language Arts	WHST.6.8	6	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					X								X				X
English Language Arts	WHST.6.9	6	Draw evidence from informational texts to support analysis reflection, and research.					X								X				X
English Language Arts	WHST.10	6	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	X			X	X		X			X			X			X	X
English Language Arts	RI.7.1	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as					X												
English Language Arts	RI.7.2	7	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								X			X	X
English Language Arts	RI.7.10	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end													X				

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	W.7.2	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant				X	X					X			X				X
English Language Arts	W.7.3	7	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event																X	
English Language Arts	W.7.7	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and					X								X				X
English Language Arts	W.7.8	7	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					X								X				X
English Language Arts	W.7.9	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.					X								X				X
English Language Arts	W.7.10	7	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	X				X			X			X	X
English Language Arts	SL.7.1	7	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their	X												X			X	X
English Language Arts	SL.7.4	7	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					X								X				
English Language Arts	SL.7.6	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when					X												
English Language Arts	L.7.4	7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of													X				X
English Language Arts	L.7.5	7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														X			X
English Language Arts	L.7.6	7	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	X	X	
English Language Arts	RH7.7	7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in				X													



## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	RST.7.1	7	Cite specific textual evidence to support analysis of science and technical texts.					X												
English Language Arts	RST.7.2	7	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.					X											X	
English Language Arts	WHST.7.2	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				X	X					X		X					
English Language Arts	WHST.7.7	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					X							X					X
English Language Arts	WHST.7.8	7	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					X							X					X
English Language Arts	WHST.7.9	7	Draw evidence from informational texts to support analysis reflection, and research.					X							X					X
English Language Arts	WHST.7.10	7	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	X			X	X					X		X				X	X
English Language Arts	RI.8.1	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.					X												
English Language Arts	RI.8.2	8	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					X							X				X	
English Language Arts	RI.8.10	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.												X					
English Language Arts	W.8.2	8	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant				X	X					X		X					X
English Language Arts	W.8.3	8	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event																X	
English Language Arts	W.8.7	8	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					X							X					X

## 1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	W.8.8	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					X								X				X
English Language Arts	W.8.9	8	Draw evidence from literary or informational texts to support analysis, reflection, and research.					X								X				X
English Language Arts	W.8.10	8	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	X				X			X			X	X
English Language Arts	SL.8.1	8	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their	X												X			X	X
English Language Arts	SL.8.4	8	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													X				
English Language Arts	L.8.4	8	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of													X			X	
English Language Arts	L.8.5	8	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														X		X	
English Language Arts	L.8.6	8	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	X	X	
English Language Arts	RH.8.7	8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in				X													
English Language Arts	RST.8.1	8	Cite specific textual evidence to support analysis of science and technical texts.					X												
English Language Arts	RST.8.2	8	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.					X											X	
English Language Arts	WHST.8.2	8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				X	X					X			X				
English Language Arts	WHST.8.7	8	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					X								X				X

1. Lakes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
English Language Arts	WHST.8.8	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					X								X				X
English Language Arts	WHST.8.9	8	Draw evidence from informational texts to support analysis reflection, and research.					X								X				X
English Language Arts	WHST.8.10	8	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-	X			X	X					X			X			X	X

2. Sand Dunes

**Great Lakes in My World** Unit: **Sand Dunes**

www.greatlakes.org

**Common Core:** English Language Arts

Activities															
	Dune Inspiration	Making a Mark	Dune Journey	Satisfy Your Curiosity	Sand Study	Moving Sand	Adaptations and Observations	Indoor Dunes	Adaptation Stories	Succession Circles	Dune Decisions	Dune Mining Debate	Life in the Dunes	Living Dune	Dune Reflection
	K-8	4-8	3-6	K-8	3-6	4-8	4-8	4-8	3-6	6-8	4-8	6-8	K-3	4-8	K-8
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Language Arts				X											
English Language Arts				X											
English Language Arts				X											
English Language Arts				X											
English Language Arts				X											
English Language Arts				X											
English Language Arts															X
English Language Arts															X
English Language Arts															X
English Language Arts				X											
English Language Arts				X											

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Language Arts	W.1.2	1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				X									X		
English Language Arts	W.1.7	1	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions.)				X											
English Language Arts	W.1.8	1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				X									X		
English Language Arts	SL.1.1	1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.															X
English Language Arts	SL.1.4	1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.															X
English Language Arts	L.1.6	1	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).													X		X
English Language Arts	RI.2.2	2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.				X											
English Language Arts	W.2.2	2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				X									X		
English Language Arts	W.2.7	2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).				X											
English Language Arts	W.2.8	2	Recall information from experiences or gather information from provided sources to answer a question.				X									X		
English Language Arts	SL.2.1	2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.															X
English Language Arts	SL.2.4	2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.															X
English Language Arts	L.2.6	2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).													X		X
English Language Arts	RI.3.1	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				X											

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Language Arts	RI.3.2	3	Determine the main idea of a text; recount the key details and explain how they support the main idea.				X											
English Language Arts	W.3.2	3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				X					X					X	
English Language Arts	W.3.7	3	Conduct short research projects that build knowledge about a topic.				X					X						
English Language Arts	W.3.8	3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				X										X	
English Language Arts	W.3.10	3	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					X	
English Language Arts	SL.3.1	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			X		X										X
English Language Arts	SL.3.4	3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.															X
English Language Arts	L.3.6	3	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).					X									X	X
English Language Arts	RL.4.2	4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.									X						
English Language Arts	RI.4.1	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				X											X
English Language Arts	RI.4.2	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.				X											X
English Language Arts	RI.4.9	4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.															X
English Language Arts	W.4.2	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				X					X						X
English Language Arts	W.4.4	4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.															X
English Language Arts	W.4.7	4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.				X			X		X						X
English Language Arts	W.4.8	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				X			X								X

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Language Arts	W.4.10	4	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						X
English Language Arts	SL.4.1	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			X		X	X	X				X				X
English Language Arts	SL.4.2	4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.															X
English Language Arts	SL.4.4	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.															X
English Language Arts	SL.4.5	4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.															X
English Language Arts	SL.4.6	4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.															X
English Language Arts	L.4.1	4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															X
English Language Arts	L.4.2	4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															X
English Language Arts	L.4.3	4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.															X
English Language Arts	L.4.6	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).					X	X	X	X							X X
English Language Arts	RL.5.2	5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.									X						
English Language Arts	RI.5.1	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				X											X
English Language Arts	RI.5.2	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.				X											X

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
English Language Arts	RI.5.9	5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.															X	
English Language Arts	W.5.2	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				X					X						X	
English Language Arts	W.5.4	5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.															X	
English Language Arts	W.5.7	5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.				X			X		X						X	
English Language Arts	W.5.8	5	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								X	
English Language Arts	W.5.10	5	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						X	
English Language Arts	SL.5.1	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			X		X	X	X				X				X	X
English Language Arts	SL.5.2	5	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.															X	
English Language Arts	SL.5.4	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details support main ideas or themes; speak clearly at an understandable pace.																X
English Language Arts	SL.5.5	5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.															X	
English Language Arts	SL.5.6	5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.															X	
English Language Arts	L.5.1	5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															X	
English Language Arts	L.5.2	5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															X	
English Language Arts	L.5.3	5	Use knowledge of language and its conventions when writing, speaking, reading, or listening.															X	



## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
English Language Arts	L.5.6	5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).					X	X	X	X							X	X
English Language Arts	RL.6.2	6	Determine a theme or 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							
English Language Arts	RI.6.1	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.															X	
English Language Arts	RI.6.2	6	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							X				X	
English Language Arts	RI.6.6	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.											X					
English Language Arts	RI.6.10	6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.											X					
English Language Arts	W.6.1	6	Write arguments to support claims with clear reasons and relevant evidence.											X					
English Language Arts	W.6.2	6	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
English Language Arts	W.6.4	6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.																X
English Language Arts	W.6.7	6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.				X			X		X							X
English Language Arts	W.6.8	6	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
English Language Arts	W.6.9	6	Draw evidence from literary or informational texts to support analysis, reflection, and research.																X
English Language Arts	W.6.10	6	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							X
English Language Arts	SL.6.1	6	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	X				X	X			X	X

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
English Language Arts	SL.6.3	6	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.												X				
English Language Arts	SL.6.4	6	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	
English Language Arts	SL.6.5	6	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.															X	
English Language Arts	SL.6.6	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.															X	
English Language Arts	L.6.1	6	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															X	
English Language Arts	L.6.2	6	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															X	
English Language Arts	L.6.3	6	Use knowledge of language and its conventions when writing, speaking, reading, or listening.															X	
English Language Arts	L.6.6	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	X		X					X	X
English Language Arts	RH.6.2	6	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.												X				
English Language Arts	RH.6.6	6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).												X				
English Language Arts	RH.6.10	6	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.												X				
English Language Arts	RST.6.1	6	Cite specific textual evidence to support analysis of science and technical texts.															X	
English Language Arts	RST.6.2	6	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	
English Language Arts	RST.6.3	6	Follow precisely a multistep procedure when carrying out experiments taking measurements, or performing technical tasks.						X										
English Language Arts	RST.6.6	6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.												X				

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Language Arts	RST.6.10	6	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.												X			
English Language Arts	WHST.6.1	6	Write arguments focused on discipline-specific content.												X			
English Language Arts	WHST.6.2	6	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.														X	
English Language Arts	WHST.6.4	6	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	
English Language Arts	WHST.6.7	6	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	
English Language Arts	WHST.6.8	6	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	
English Language Arts	WHST.6.9	6	Draw evidence from informational texts to support analysis, reflection, and research.														X	
English Language Arts	WHST.10	6	Write routinely over extended time frames (time for 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	
English Language Arts	RI.7.1	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.														X	
English Language Arts	RI.7.2	7	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								X		X	
English Language Arts	RI.7.6	7	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			
English Language Arts	RI.7.10	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.												X			
English Language Arts	W.7.1	7	Write arguments to support claims with clear reasons and relevant evidence.												X			

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
English Language Arts	W.7.2	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.															X	
English Language Arts	W.7.4	7	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.																X
English Language Arts	W.7.7	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.				X			X									X
English Language Arts	W.7.8	7	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
English Language Arts	W.7.9	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.																X
English Language Arts	W.7.10	7	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
English Language Arts	SL.7.1	7	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	X			X	X
English Language Arts	SL.7.3	7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.												X				
English Language Arts	SL.7.4	7	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
English Language Arts	SL.7.5	7	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.																X
English Language Arts	SL.7.6	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.																X
English Language Arts	L.7.1	7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																X
English Language Arts	L.7.2	7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																X
English Language Arts	L.7.3	7	Use knowledge of language and its conventions when writing, speaking, reading, or listening.																X

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
English Language Arts	L.7.6	7	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		X					X	X
English Language Arts	RH.7.2	7	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.												X				
English Language Arts	RH.7.6	7	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).												X				
English Language Arts	RH.7.10	7	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.												X				
English Language Arts	RST.7.1	7	Cite specific textual evidence to support analysis of science and technical texts.															X	
English Language Arts	RST.7.2	7	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		
English Language Arts	RST.7.3	7	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.						X										
English Language Arts	RST.7.6	7	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.												X				
English Language Arts	RST.7.10	7	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.												X				
English Language Arts	WHST.7.1	7	Write arguments focused on discipline-specific content.												X				
English Language Arts	WHST.7.2	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.															X	
English Language Arts	WHST.7.4	7	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	
English Language Arts	WHST.7.7	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	

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Language Arts	WHST.7.8	7	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
English Language Arts	WHST.7.9	7	Draw evidence from informational texts to support analysis, reflection, and research.															X
English Language Arts	WHST.7.10	7	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.				X											X
English Language Arts	RI.8.1	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.															X
English Language Arts	RI.8.2	8	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			X
English Language Arts	RI.8.6	8	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			
English Language Arts	RI.8.10	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.												X			
English Language Arts	W.8.1	8	Write arguments to support claims with clear reasons and relevant evidence.												X			
English Language Arts	W.8.2	8	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.															X
English Language Arts	W.8.4	8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.															X
English Language Arts	W.8.7	8	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
English Language Arts	W.8.8	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
English Language Arts	W.8.9	8	Draw evidence from literary or informational texts to support analysis, reflection, and research.															X

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
English Language Arts	W.8.10	8	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	
English Language Arts	SL.8.1	8	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	X			X	X
English Language Arts	SL.8.3	8	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.												X				
English Language Arts	SL.8.4	8	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	
English Language Arts	SL.8.5	8	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.															X	
English Language Arts	SL.8.6	8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.															X	
English Language Arts	L.8.1	8	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															X	
English Language Arts	L.8.2	8	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															X	
English Language Arts	L.8.3	8	Use knowledge of language and its conventions when writing, speaking, reading, or listening.															X	
English Language Arts	L.8.6	8	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		X					X	X
English Language Arts	RH.8.2	8	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.												X				
English Language Arts	RH.8.6	8	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).												X				
English Language Arts	RH.8.10	8	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.												X				
English Language Arts	RST.8.1	8	Cite specific textual evidence to support analysis of science and technical texts.															X	

## 2. Sand Dunes

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
English Language Arts	RST.8.2	8	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.												X		X	
English Language Arts	RST.8.3	8	Follow precisely a multistep procedure when carrying out experiments taking measurements, or performing technical tasks.						X									
English Language Arts	RST.8.6	8	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.												X			
English Language Arts	RST.8.10	8	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.												X			
English Language Arts	WHST.8.1	8	Write arguments focused on discipline-specific content.												X			
English Language Arts	WHST.8.2	8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.														X	
English Language Arts	WHST.8.4	8	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	
English Language Arts	WHST.8.7	8	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	
English Language Arts	WHST.8.8	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	
English Language Arts	WHST.8.9	8	Draw evidence from informational texts to support analysis, reflection, and research.														X	
English Language Arts	WHST.8.10	8	Write routinely over extended time frames (time for 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	



### 3. Wetlands

# Great Lakes in My World Unit: Wetlands

www.greatlakes.org

**Common Core:** English Language Arts

Category	Code	Grade	Standard	Activities																					
				1	2	3	4	5	6	7	8	9	10	11	12	13									
English Language Arts	W.0.7	0	Participate in shared research and writing projects.															X							
English Language Arts	W.0.8	0	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.															X							
English Language Arts	W.1.7	1	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.)															X							
English Language Arts	W.1.8	1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.															X							
English Language Arts	W.2.7	2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).															X							
English Language Arts	W.2.8	2	Recall information from experiences or gather information from provided sources to answer a question.															X							
English Language Arts	RI.3.1	3	Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.																	X					
English Language Arts	RI.3.2	3	Determine the main idea of a text; recount the key details and explain how they support the main idea.																	X					
English Language Arts	W.3.7	3	Conduct short research projects that build knowledge about a topic.	X														X	X						
English Language Arts	W.3.8	3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.															X	X						
English Language Arts	SL.3.1	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.																	X					

### 3. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
English Language Arts	SL.3.3	3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.									X				
English Language Arts	SL.3.4	3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.									X				
English Language Arts	RI.4.1	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.									X			X	
English Language Arts	RI.4.2	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.									X			X	
English Language Arts	RI.4.3	4	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.												X	
English Language Arts	RI.4.4	4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.												X	
English Language Arts	RI.4.7	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.				X									
English Language Arts	RI.4.9	4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.									X				
English Language Arts	RI.4.10	4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.												X	
English Language Arts	W.4.1	4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.													X
English Language Arts	W.4.2	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X			X								X	X
English Language Arts	W.4.4	4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				X									
English Language Arts	W.4.7	4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	X					X		X	X	X		X	
English Language Arts	W.4.8	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.						X		X	X	X		X	
English Language Arts	W.4.9	4	Draw evidence from literary or informational texts to support analysis, reflection, and research.												X	

### 3. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
English Language Arts	W.4.10	4	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		X		X	X	X		X	X
English Language Arts	SL.4.1	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			X		X	X		X	X		X		X
English Language Arts	SL.4.4	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.									X				X
English Language Arts	SL.4.5	4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.									X				
English Language Arts	L.4.6	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	X			X	X						X	X	X
English Language Arts	RI.5.1	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.									X			X	
English Language Arts	RI.5.2	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.									X			X	
English Language Arts	RI.5.3	5	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	
English Language Arts	RI.5.4	5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.												X	
English Language Arts	RI.5.7	5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.				X									
English Language Arts	RI.5.9	5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.									X				
English Language Arts	RI.5.10	5	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	
English Language Arts	W.5.1	5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.													X

### 3. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	
English Language Arts	W.5.2	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				X								X	X	
English Language Arts	W.5.4	5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.				X										
English Language Arts	W.5.7	5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.						X		X	X	X		X		
English Language Arts	W.5.8	5	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	X	X		X		
English Language Arts	W.5.9	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.												X		
English Language Arts	W.5.10	5	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		X	X		X	X	
English Language Arts	SL.5.1	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.				X		X	X		X	X		X		
English Language Arts	SL.5.4	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.										X				
English Language Arts	SL.5.5	5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.										X				
English Language Arts	L.5.6	5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).				X	X							X	X	X
English Language Arts	RL.6.2	6	Determine a theme or 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									
English Language Arts	RI.6.1	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.										X		X		
English Language Arts	RI.6.2	6	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		X		

### 3. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
English Language Arts	RI.6.4	6	Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings.												X	
English Language Arts	RI.6.10	6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.												X	
English Language Arts	W.6.1	6	Write arguments to support claims with clear reasons and relevant evidence.													X
English Language Arts	W.6.2	6	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
English Language Arts	W.6.7	6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.						X		X	X	X		X	
English Language Arts	W.6.8	6	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	
English Language Arts	W.6.9	6	Draw evidence from literary or informational texts to support analysis, reflection, and research.												X	
English Language Arts	W.6.10	6	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		X	X	X		X	X
English Language Arts	SL.6.1	6	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.			X		X	X		X	X		X		X
English Language Arts	SL.6.4	6	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
English Language Arts	SL.6.5	6	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.									X				
English Language Arts	SL.6.6	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.													X
English Language Arts	L.6.5	6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										X			

### 3. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	
English Language Arts	L.6.6	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	X	X
English Language Arts	RST.6.1	6	Cite specific textual evidence to support analysis of science and technical texts.									X				X	
English Language Arts	RST.6.2	6	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.									X				X	
English Language Arts	RST.6.4	6	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	
English Language Arts	RST.6.10	6	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.													X	
English Language Arts	WHST.6.1	6	Write arguments focused on discipline-specific content.														X
English Language Arts	WHST.6.2	6	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				X									X	X
English Language Arts	WHST.6.7	6	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	
English Language Arts	WHST.6.8	6	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	
English Language Arts	WHST.6.9	6	Draw evidence from informational texts to support analysis, reflection, and research.													X	
English Language Arts	WHST.10	6	Write routinely over extended time frames (time for 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	X
English Language Arts	RI.7.1	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.													X	
English Language Arts	RI.7.2	7	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. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
English Language Arts	RI.7.3	7	Analyze the interactions between individuals, events, and ideas in text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).													X
English Language Arts	RI.7.10	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.													X
English Language Arts	W.7.1	7	Write arguments to support claims with clear reasons and relevant evidence.													X
English Language Arts	W.7.2	7	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
English Language Arts	W.7.7	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.						X		X		X			X
English Language Arts	W.7.8	7	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
English Language Arts	W.7.9	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.													X
English Language Arts	W.7.10	7	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		X		X		X	X
English Language Arts	SL.7.1	7	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			X		X	X		X				X	X
English Language Arts	SL.7.4	7	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
English Language Arts	SL.7.6	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.													X
English Language Arts	L.7.5	7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										X			
English Language Arts	L.7.6	7	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	X

### 3. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
English Language Arts	RST.7.1	7	Cite specific textual evidence to support analysis of science and technical texts.												X	
English Language Arts	RST.7.2	7	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.												X	
English Language Arts	RST.7.4	7	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	
English Language Arts	RST.7.10	7	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.												X	
English Language Arts	WHST.7.1	7	Write arguments focused on discipline-specific content.													X
English Language Arts	WHST.7.2	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				X								X	X
English Language Arts	WHST.7.7	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	
English Language Arts	WHST.7.8	7	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	
English Language Arts	WHST.7.9	7	Draw evidence from informational texts to support analysis, reflection, and research.												X	
English Language Arts	WHST.7.10	7	Write routinely over extended time frames (time for 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
English Language Arts	RI.8.1	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.												X	
English Language Arts	RI.8.2	8	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. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13
English Language Arts	RI.8.4	8	Determine the meaning of words and phrases as they are used in 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	
English Language Arts	RI.8.10	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.												X	
English Language Arts	W.8.1	8	Write arguments to support claims with clear reasons and relevant evidence.													X
English Language Arts	W.8.2	8	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
English Language Arts	W.8.7	8	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		X	
English Language Arts	W.8.8	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	
English Language Arts	W.8.9	8	Draw evidence from literary or informational texts to support analysis, reflection, and research.												X	
English Language Arts	W.8.10	8	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		X		X		X	X
English Language Arts	SL.8.1	8	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		X			X		X
English Language Arts	SL.8.4	8	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
English Language Arts	SL.8.6	8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.													X
English Language Arts	L.8.5	8	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										X			

### 3. Wetlands

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	
English Language Arts	L.8.6	8	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	X	X
English Language Arts	RST.8.1	8	Cite specific textual evidence to support analysis of science and technical texts.													X	
English Language Arts	RST.8.2	8	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.													X	
English Language Arts	RST.8.4	8	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	
English Language Arts	RST.8.10	8	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.													X	
English Language Arts	WHST.8.1	8	Write arguments focused on discipline-specific content.														X
English Language Arts	WHST.8.2	8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				X									X	X
English Language Arts	WHST.8.7	8	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	
English Language Arts	WHST.8.8	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	
English Language Arts	WHST.8.9	8	Draw evidence from informational texts to support analysis, reflection, and research.													X	
English Language Arts	WHST.8.10	8	Write routinely over extended time frames (time for 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

4. Human Communities

**Great Lakes in My World** Unit: Human Communities

www.greatlakes.org

**Common Core:** English Language Arts

Category	Code	Grade	Standard	Activities													
				1	2	3	4	5	6	7	8	9	10	11	12		
English Language Arts	L.0.6	0	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.			X	X									X	
English Language Arts	L.1.6	1	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).			X	X										X
English Language Arts	L.2.6	2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).			X	X										X
English Language Arts	L.3.6	3	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).			X	X										X
English Language Arts	RI.4.1	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.										X				
English Language Arts	RI.4.2	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.										X				
English Language Arts	RI.4.4	4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.										X				
English Language Arts	RI.4.7	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text.						X		X	X	X	X			X

#### 4. Human Communities

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RI.4.10	4	By the end of year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.								X				
English Language Arts	W.4.6	4	With some guidance and support from adults, 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 one page in a single sitting.									X			
English Language Arts	W.4.10	4	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											
English Language Arts	SL.4.1	4	Engage effectively in a range of collaborative discussions (or on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		X		X	X			X	X			X
English Language Arts	SL.4.4	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive detailsto support main ideas or themes; speak clearly at an understandable pace.				X					X			
English Language Arts	SL.4.5	4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas		X										
English Language Arts	SL.4.6	4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.									X			
English Language Arts	L.4.6	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered	X		X	X				X				X
English Language Arts	RI.5.1	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.								X				
English Language Arts	RI.5.2	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.								X				
English Language Arts	RI.5.4	5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.								X				
English Language Arts	RI.5.7	5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.					X		X	X	X	X		

#### 4. Human Communities

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RI.5.10	5	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				
English Language Arts	W.5.6	5	With some guidance and support from adults, 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 two pages in a single sitting.									X			
English Language Arts	W.5.10	5	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											
English Language Arts	SL.5.1	5	Engage effectively in a range of collaborative discussions (or on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		X			X			X		X		X
English Language Arts	SL.5.4	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.										X		
English Language Arts	SL.5.5	5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		X										
English Language Arts	SL.5.6	5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.										X		
English Language Arts	L.5.6	5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g.,	X							X				X
English Language Arts	RI.6.1	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								X				
English Language Arts	RI.6.2	6	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				
English Language Arts	RI.6.4	6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical								X				
English Language Arts	RI.6.7	6	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	X	X		

#### 4. Human Communities

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RI.6.10	6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.								X				
English Language Arts	W.6.6	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			
English Language Arts	W.6.10	6	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											
English Language Arts	SL.6.1	6	Engage effectively in a range of collaborative discussions (or on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		X			X			X		X		X
English Language Arts	SL.6.4	6	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		
English Language Arts	SL.6.5	6	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify		X										
English Language Arts	SL.6.6	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or										X		
English Language Arts	L.6.6	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
English Language Arts	RH.6.7	6	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print					X							
English Language Arts	RST.6.1	6	Cite specific textual evidence to support analysis of science and technical texts.								X				
English Language Arts	RST.6.2	6	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.								X				
English Language Arts	RST.6.4	6	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								X				
English Language Arts	RST.6.7	6	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		

#### 4. Human Communities

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RST.6.10	6	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.								X				
English Language Arts	WHST.6.6	6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.									X			
English Language Arts	RI.7.1	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from								X				
English Language Arts	RI.7.2	7	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				
English Language Arts	RI.7.4	7	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								X				
English Language Arts	RI.7.10	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.								X				
English Language Arts	W.7.6	7	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			
English Language Arts	W.7.10	7	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											
English Language Arts	SL.7.1	7	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		X
English Language Arts	SL.7.4	7	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		
English Language Arts	SL.7.6	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or										X		
English Language Arts	L.7.6	7	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
English Language Arts	RH.7.7	7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print					X							
English Language Arts	RST.7.1	7	Cite specific textual evidence to support analysis of science and technical texts.								X				

#### 4. Human Communities

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RST.7.2	7	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.								X				
English Language Arts	RST.7.4	7	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								X				
English Language Arts	RST.7.7	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		
English Language Arts	RST.7.10	7	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.								X				
English Language Arts	WHST.7.6	7	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.									X			
English Language Arts	RI.8.1	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.								X				
English Language Arts	RI.8.2	8	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				
English Language Arts	RI.8.4	8	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								X				
English Language Arts	RI.8.10	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.								X				
English Language Arts	W.8.6	8	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									X			
English Language Arts	W.8.10	8	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											
English Language Arts	SL.8.1	8	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		X



#### 4. Human Communities

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	SL.8.4	8	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		
English Language Arts	SL.8.6	8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.										X		
English Language Arts	L.8.6	8	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
English Language Arts	RH.8.7	8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print.					X							
English Language Arts	RST.8.1	8	Cite specific textual evidence to support analysis of science and technical texts.								X				
English Language Arts	RST.8.2	8	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.								X				
English Language Arts	RST.8.4	8	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.								X				
English Language Arts	RST.8.7	8	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		
English Language Arts	RST.8.10	8	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.								X				
English Language Arts	WHST.8.6	8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.									X			

5. History

**Great Lakes in My World**  
Unit: History

www.greatlakes.org

**Common Core:** English Language Arts

Category	Code	Grade	Standard	Activities											
				4-8	3-6	K-4	3-6	4-8	3-6	4-8	6-8	6-8	K-3	4-8	
				1	2	3	4	5	6	7	8	9	10	11	
English Language Arts	W.0.7	0	Participate in shared research and writing projects.											X	
English Language Arts	W.0.8	0	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											X	
English Language Arts	W.1.7	1	Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions.)											X	
English Language Arts	W.1.8	1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.											X	
English Language Arts	W.2.7	2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).											X	
English Language Arts	W.2.8	2	Recall information from experiences or gather information from provided sources to answer a question.											X	
English Language Arts	RI.3.1	3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				X								
English Language Arts	RI.3.2	3	Determine the main idea of a text; recount the key details and explain how they support the main idea.				X								
English Language Arts	RI.3.7	3	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).						X						
English Language Arts	RI.3.10	3	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 2–3 text complexity band independently and proficiently.				X								
English Language Arts	W.3.7	3	Conduct short research projects that build knowledge about a topic.											X	
English Language Arts	W.3.8	3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.											X	
English Language Arts	W.3.10	3	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	

## 5. History

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11
English Language Arts	SL.3.1	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			X			X					
English Language Arts	RI.4.1	4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				X							X
English Language Arts	RI.4.2	4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.											X
English Language Arts	RI.4.3	4	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.											X
English Language Arts	RI.4.5	4	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.					X						
English Language Arts	RI.4.7	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X				X	X					
English Language Arts	RI.4.9	4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.											X
English Language Arts	RI.4.10	4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the band.	X			X							X
English Language Arts	W.4.2	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.											X
English Language Arts	W.4.5	4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 conventions.)											X
English Language Arts	W.4.6	4	With some guidance and support from adults, 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 one page in a single sitting.											X
English Language Arts	W.4.7	4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.											X
English Language Arts	W.4.8	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.											X
English Language Arts	W.4.9	4	Draw evidence from literary or informational texts to support analysis, reflection, and research.											X
English Language Arts	W.4.10	4	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
English Language Arts	SL.4.1	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			X			X					X

## 5. History

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11
English Language Arts	SL.4.4	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.							X				
English Language Arts	SL.4.5	4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.							X				
English Language Arts	SL.4.6	4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.							X				
English Language Arts	RI.5.1	5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				X							X
English Language Arts	RI.5.2	5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.											X
English Language Arts	RI.5.3	5	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
English Language Arts	RI.5.5	5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or					X						
English Language Arts	RI.5.7	5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	X				X	X					
English Language Arts	RI.5.9	5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.											X
English Language Arts	RI.5.10	5	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
English Language Arts	W.5.2	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.											X
English Language Arts	W.5.5	5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.											X
English Language Arts	W.5.6	5	With some guidance and support from adults, 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 two pages in a single sitting.											X
English Language Arts	W.5.7	5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.											X
English Language Arts	W.5.8	5	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
English Language Arts	W.5.9	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.											X
English Language Arts	W.5.10	5	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

## 5. History

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11
English Language Arts	SL.5.1	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.						X					X
English Language Arts	SL.5.4	5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.							X				
English Language Arts	SL.5.5	5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or							X				
English Language Arts	SL.5.6	5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.							X				
English Language Arts	RI.6.1	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				X							X
English Language Arts	RI.6.2	6	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
English Language Arts	RI.6.7	6	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	X					X		X	X		
English Language Arts	RI.6.10	6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the	X			X							
English Language Arts	W.6.2	6	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant											X
English Language Arts	W.6.5	6	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new											X
English Language Arts	W.6.6	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
English Language Arts	W.6.7	6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.											X
English Language Arts	W.6.8	6	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											X
English Language Arts	W.6.10	6	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
English Language Arts	SL.6.1	6	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.						X		X	X		X
English Language Arts	SL.6.4	6	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			
English Language Arts	SL.6.5	6	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.							X	X			

## 5. History

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11
English Language Arts	SL.6.6	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.								X	X		
English Language Arts	RH.6.1	6	Cite specific textual evidence to support analysis of primary and secondary sources.											X
English Language Arts	RH.6.2	6	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or											X
English Language Arts	RH.6.7	6	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	X				X	X		X	X		
English Language Arts	RH.6.10	6	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	X										X
English Language Arts	RST.6.7	6	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,									X		
English Language Arts	WHST.6.2	6	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.											X
English Language Arts	WHST.6.5	6	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
English Language Arts	WHST.6.6	6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.											X
English Language Arts	WHST.6.7	6	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
English Language Arts	WHST.6.8	6	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
English Language Arts	WHST.10	6	Write routinely over extended time frames (time for 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
English Language Arts	RI.7.1	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.											X
English Language Arts	RI.7.2	7	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
English Language Arts	RI.7.10	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the	X										X
English Language Arts	W.7.2	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant											X
English Language Arts	W.7.5	7	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

## 5. History

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11
English Language Arts	W.7.6	7	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
English Language Arts	W.7.7	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research											X
English Language Arts	W.7.8	7	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
English Language Arts	W.7.10	7	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
English Language Arts	SL.7.1	7	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.								X	X		X
English Language Arts	SL.7.4	7	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			
English Language Arts	SL.7.5	7	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.							X	X			
English Language Arts	SL.7.6	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.							X	X			
English Language Arts	RH.7.1	7	Cite specific textual evidence to support analysis of primary and secondary sources.											X
English Language Arts	RH.7.2	7	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or											X
English Language Arts	RH.7.7	7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	X				X			X	X		
English Language Arts	RH.7.10	7	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	X										X
English Language Arts	RST.7.7	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,								X			
English Language Arts	WHST.7.2	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.											X
English Language Arts	WHST.7.5	7	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
English Language Arts	WHST.7.6	7	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.											X
English Language Arts	WHST.7.7	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

## 5. History

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11
English Language Arts	WHST.7.8	7	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
English Language Arts	WHST.7.10	7	Write routinely over extended time frames (time for 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
English Language Arts	RI.8.1	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.											X
English Language Arts	RI.8.2	8	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											X
English Language Arts	RI.8.10	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	X										X
English Language Arts	W.8.2	8	Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant											X
English Language Arts	W.8.5	8	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
English Language Arts	W.8.6	8	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
English Language Arts	W.8.7	8	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
English Language Arts	W.8.8	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
English Language Arts	W.8.10	8	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
English Language Arts	SL.8.1	8	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
English Language Arts	SL.8.4	8	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			
English Language Arts	SL.8.5	8	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.							X	X			
English Language Arts	SL.8.6	8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.							X	X			



## 5. History

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11
English Language Arts	RH.8.1	8	Cite specific textual evidence to support analysis of primary and secondary sources.											X
English Language Arts	RH.8.2	8	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or											X
English Language Arts	RH.8.7	8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	X				X			X	X		
English Language Arts	RH.8.10	8	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	X										X
English Language Arts	RST.8.7	8	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,								X			
English Language Arts	WHST.8.2	8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.											X
English Language Arts	WHST.8.5	8	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
English Language Arts	WHST.8.6	8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.											X
English Language Arts	WHST.8.7	8	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
English Language Arts	WHST.8.8	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
English Language Arts	WHST.8.10	8	Write routinely over extended time frames (time for 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



## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	SL.2.5	2	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.												X
English Language Arts	L.2.6	2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).				X								
English Language Arts	W.3.2	3	Recall information from experiences or gather information from provided sources to answer a question.												X
English Language Arts	W.3.7	3	Conduct short research projects that build knowledge about a topic.							X					
English Language Arts	W.3.8	3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided							X					X
English Language Arts	W.3.10	3	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
English Language Arts	SL.3.1	3	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		X										X
English Language Arts	L.3.6	3	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we				X								
English Language Arts	RI.4.7	4	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X		X		X	X		X				
English Language Arts	RI.4.10	4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X									
English Language Arts	W.4.1	4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.												X
English Language Arts	W.4.2	4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.												X
English Language Arts	W.4.3	4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.												X
English Language Arts	W.4.7	4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.							X					X
English Language Arts	W.4.8	4	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.							X					X
English Language Arts	W.4.9	4	Draw evidence from literary or informational texts to support analysis, reflection, and research.												X

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	W.4.10	4	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
English Language Arts	SL.4.1	4	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		X										
English Language Arts	L.4.6	4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	X				X							X
English Language Arts	RI.5.7	5	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem	X		X		X	X		X				
English Language Arts	RI.5.10	5	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									
English Language Arts	W.5.1	5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.												X
English Language Arts	W.5.2	5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.												X
English Language Arts	W.5.3	5	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.												X
English Language Arts	W.5.7	5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.							X					X
English Language Arts	W.5.8	5	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
English Language Arts	W.5.9	5	Draw evidence from literary or informational texts to support analysis, reflection, and research.												X
English Language Arts	W.5.10	5	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
English Language Arts	SL.5.1	5	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		X										
English Language Arts	L.5.6	5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	X				X							X
English Language Arts	RI.6.1	6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.										X		

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RI.6.2	6	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	X		
English Language Arts	RI.6.4	6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.									X	X		
English Language Arts	RI.6.6	6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.									X			
English Language Arts	RI.6.7	6	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		X	X		X		X		
English Language Arts	RI.6.9	6	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).									X			
English Language Arts	RI.6.10	6	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X						X	X		
English Language Arts	W.6.1	6	Write arguments to support claims with clear reasons and relevant evidence.									X			
English Language Arts	W.6.2	6	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.												X
English Language Arts	W.6.3	6	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.												X
English Language Arts	W.6.7	6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.							X		X	X		X
English Language Arts	W.6.8	6	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	X		
English Language Arts	W.6.9	6	Draw evidence from literary or informational texts to support analysis, reflection, and research.									X	X		
English Language Arts	W.6.10	6	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
English Language Arts	SL.6.1	6	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		
English Language Arts	SL.6.2	6	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			
English Language Arts	SL.6.3	6	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.									X			

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	SL.6.4	6	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			
English Language Arts	SL.6.6	6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.									X			
English Language Arts	L.6.6	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	X		X
English Language Arts	RH.6.1	6	Cite specific textual evidence to support analysis of primary and secondary sources.										X		
English Language Arts	RH.6.2	6	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.									X	X		
English Language Arts	RH.6.4	6	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.									X	X		
English Language Arts	RH.6.6	6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).									X			
English Language Arts	RH.6.7	6	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	X		X		X				X	X		
English Language Arts	RH.6.10	6	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	X		X						X	X		
English Language Arts	RST.6.1	6	Cite specific textual evidence to support analysis of science and technical texts.										X		
English Language Arts	RST.6.2	6	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.									X	X		
English Language Arts	RST.6.3	6	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.										X		
English Language Arts	RST.6.4	6	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		
English Language Arts	RST.6.6	6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.									X			
English Language Arts	RST.6.7	6	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	X	X		
English Language Arts	RST.6.10	6	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		
English Language Arts	WHST.6.1	6	Write arguments focused on discipline-specific content.									X			
English Language Arts	WHST.6.2	6	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.								X				X

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	WHST.6.7	6	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
English Language Arts	WHST.6.8	6	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		
English Language Arts	WHST.6.9	6	Draw evidence from informational texts to support analysis reflection, and research.									X	X		
English Language Arts	WHST.10	6	Write routinely over extended time frames (time for 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
English Language Arts	RI.7.1	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.										X		
English Language Arts	RI.7.2	7	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	X		
English Language Arts	RI.7.4	7	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	X		
English Language Arts	RI.7.6	7	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			
English Language Arts	RI.7.9	7	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.									X			
English Language Arts	RI.7.10	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X						X	X		
English Language Arts	W.7.1	7	Write arguments to support claims with clear reasons and relevant evidence.									X			
English Language Arts	W.7.2	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.												X
English Language Arts	W.7.3	7	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.												X
English Language Arts	W.7.7	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.									X	X		X
English Language Arts	W.7.8	7	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		

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	W.7.9	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.									X	X		
English Language Arts	W.7.10	7	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
English Language Arts	SL.7.1	7	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		
English Language Arts	SL.7.2	7	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			
English Language Arts	SL.7.3	7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the									X			
English Language Arts	SL.7.4	7	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			
English Language Arts	SL.7.6	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.									X			
English Language Arts	L.7.6	7	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	X		X
English Language Arts	RH.7.1	7	Cite specific textual evidence to support analysis of primary and secondary sources.										X		
English Language Arts	RH.7.2	7	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.									X	X		
English Language Arts	RH.7.4	7	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.									X	X		
English Language Arts	RH.7.6	7	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).									X			
English Language Arts	RH.7.7	7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	X				X				X	X		
English Language Arts	RH.7.10	7	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	X		X						X	X		
English Language Arts	RST.7.1	7	Cite specific textual evidence to support analysis of science and technical texts.										X		
English Language Arts	RST.7.2	7	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.									X	X		
English Language Arts	RST.7.3	7	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.										X		



## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RST.7.4	7	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		
English Language Arts	RST.7.6	7	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.									X			
English Language Arts	RST.7.7	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	X	X		
English Language Arts	RST.7.10	7	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		
English Language Arts	WHST.7.1	7	Write arguments focused on discipline-specific content.									X			
English Language Arts	WHST.7.2	7	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.								X				X
English Language Arts	WHST.7.7	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
English Language Arts	WHST.7.8	7	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		
English Language Arts	WHST.7.9	7	Draw evidence from informational texts to support analysis reflection, and research.									X	X		
English Language Arts	WHST.7.10	7	Write routinely over extended time frames (time for 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
English Language Arts	RI.8.1	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.										X		
English Language Arts	RI.8.2	8	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	X		
English Language Arts	RI.8.4	8	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.									X	X		
English Language Arts	RI.8.6	8	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or									X			
English Language Arts	RI.8.10	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.			X						X	X		
English Language Arts	W.8.1	8	Write arguments to support claims with clear reasons and relevant evidence.									X			

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	
English Language Arts	W.8.2	8	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.													X
English Language Arts	W.8.3	8	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event													X
English Language Arts	W.8.7	8	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
English Language Arts	W.8.8	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			
English Language Arts	W.8.9	8	Draw evidence from literary or informational texts to support analysis, reflection, and research.									X	X			
English Language Arts	W.8.10	8	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
English Language Arts	SL.8.1	8	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.		X							X	X			
English Language Arts	SL.8.2	8	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				
English Language Arts	SL.8.3	8	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.									X				
English Language Arts	SL.8.4	8	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									X				
English Language Arts	SL.8.6	8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.									X				
English Language Arts	L.8.6	8	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	X			X
English Language Arts	RH.8.1	8	Cite specific textual evidence to support analysis of primary and secondary sources.										X			
English Language Arts	RH.8.2	8	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.									X	X			
English Language Arts	RH.8.4	8	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.									X	X			

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	RH.8.6	8	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).									X			
English Language Arts	RH.8.7	8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	X				X				X	X		
English Language Arts	RH.8.10	8	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	X		X						X	X		
English Language Arts	RST.8.1	8	Cite specific textual evidence to support analysis of science and technical texts.										X		
English Language Arts	RST.8.2	8	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.									X	X		
English Language Arts	RST.8.3	8	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.										X		
English Language Arts	RST.8.4	8	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		
English Language Arts	RST.8.6	8	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.									X			
English Language Arts	RST.8.7	8	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	X	X		
English Language Arts	RST.8.10	8	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		
English Language Arts	WHST.8.1	8	Write arguments focused on discipline-specific content.									X			
English Language Arts	WHST.8.2	8	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.								X				X
English Language Arts	WHST.8.7	8	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
English Language Arts	WHST.8.8	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		
English Language Arts	WHST.8.9	8	Draw evidence from informational texts to support analysis, reflection, and research.									X	X		
English Language Arts	WHST.8.10	8	Write routinely over extended time frames (time for 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

## 6. Geology and Water Flow

Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12
----------	------	-------	----------	---	---	---	---	---	---	---	---	---	----	----	----