

## Level 1 (Grades K-2)

### Lesson 1: *I Am A Person*

## Common Core State Standards for English Language Arts

### Reading Standards: Literature

#### Key Ideas and Details

- (CCSS.ELA-Literacy.RL.K.1) With prompting and support, ask and answer questions about details in a text. (K)
- (CCSS.ELA-Literacy.RL.1.1) Ask and answer questions about key details in a text. (Gr. 1)
- (CCSS.ELA-Literacy.RL.2.1) Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text. (Gr. 2)
- (CCSS.ELA-Literacy.RL.2.2) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. (Gr. 2)
- (CCSS.ELA-Literacy.RL.2.3) Describe how characters in a story respond to major events and challenges. (Gr. 2)

#### Craft and Structure

- (CCSS.ELA-Literacy.RL.2.6) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (Gr. 2)

#### Range of Reading and Level of Text Complexity

- (CCSS.ELA-Literacy.RL.K.10) Actively engage in group reading activities with purpose and understanding. (K)

#### Integration of Knowledge and Ideas

- (CCSS.ELA-Literacy.RL.1.7) Use illustrations and details in a story to describe its characters, setting or events. (Gr. 1)
- (CCSS.ELA-Literacy.RL.2.7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (Gr. 2)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.K.3) Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened. (K)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.K.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.K.1, 1.1, 2.1) Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups. (K-Gr. 2)
- (CCSS.ELA-Literacy.SL.K.2) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K)
- (CCSS.ELA-Literacy.SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Gr. 2)
- (CCSS.ELA-Literacy.SL.2.3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (Gr. 2)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.5) 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. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation. (Gr. 1)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings and ideas clearly. (K)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.K.1, 1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K-Gr. 2)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 2)

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Gr. 2)

## **Lesson 2: *I Am A Member of Groups***

### **Common Core State Standards for English Language Arts**

#### **Speaking & Listening Standards**

##### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.K.1, 1.1, 2.1) Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups. (K-Gr. 2)
- (CCSS.ELA-Literacy.SL.2.3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue. (Gr. 2)

##### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 2)
- (CCSS.ELA-Literacy.SL.K.1) Speak audibly and express thoughts, feelings and ideas clearly. (K)

#### **Language Standards**

##### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.K.1, 1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K-Gr. 2)

##### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading or listening. (Gr. 2)

##### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.1.5.a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (Gr. 1)

## Lesson 3: *I Am A Citizen*

### Common Core State Standards for English Language Arts

#### Reading Standards: Informational Text

##### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.K.1) With prompting and support, ask and answer questions about key details in a text. (K)
- (CCSS.ELA-Literacy.RI.1.1) Ask and answer questions about key details in a text. (Gr. 1)
- (CCSS.ELA-Literacy.RI.2.1) Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text. (Gr. 2)

#### Speaking & Listening Standards

##### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.K.1, 1.1, 2.1) Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups. (K-Gr. 2)
- (CCSS.ELA-Literacy.SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Gr. 1)
- (CCSS.ELA-Literacy.RI.2.1) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Gr. 2)
- (CCSS.ELA-Literacy.SL.2.3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (Gr. 2)

##### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 2)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings and ideas clearly. (K)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.K.1, 1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K-Gr. 2)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading or listening. (Gr. 2)

## **Lesson 4: *I Am A Patriot***

### **Common Core State Standards for English Language Arts**

#### **Writing Standards**

##### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.K.8, 1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K-Gr. 1)
- (CCSS.ELA-Literacy.W.2.8) Recall information from experiences or gather information from provided sources to answer a question. (Gr. 2)

#### **Speaking & Listening Standards**

##### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.K.2) Confirm understanding of a text read aloud of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K)
- (CCSS.ELA-Literacy.SL.K.3) Ask and answer questions in order to seek help, get information or clarify something that is not understood. (K)
- (CCSS.ELA-Literacy.SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (Gr. 1)
- (CCSS.ELA-Literacy.SL.1.3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.2) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (Gr. 2)

##### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.1.4) Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.4) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (Gr. 2)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation. (Gr. 1)
- (CCSS.ELA-Literacy.SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 2)
- (CCSS.ELA-Literacy.SL.K.4) Describe familiar people, places, things and events and, with prompting and support, provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings and ideas clearly. (K)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.1.1, 2.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 1-2)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.2.3) Use knowledge of language and its conventions when writing, speaking, reading or listening. (Gr. 2)

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K)

## Level 2 (Grades 3-5)

### Lesson 1: *Breaking free: Our history*

#### Common Core State Standards for English Language Arts

#### Reading Standards: Informational Text

##### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.3.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Gr. 3)
- (CCSS.ELA-Literacy.RI.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.RI.4.2) Determine the main idea of a text and explain how it is supported by key details; summarize the text. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.2) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Gr. 5)
- (CCSS.ELA-Literacy.RI.4.3) 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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.3) 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. (Gr. 5)

##### Craft and Structure

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)
- (CCSS.ELA-Literacy.RI.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 more texts. (Gr. 5)
- (CCSS.ELA-Literacy.RI.3.6) Distinguish their own point of view from that of the author of a text. (Gr. 3)
- (CCSS.ELA-Literacy.RI.5.6) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Gr. 5)

##### Integration of Knowledge and Ideas

- (CCSS.ELA-Literacy.RI.3.6) 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). (Gr. 3)
- (CCSS.ELA-Literacy.RI.5.6) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (Gr. 5)

- (CCSS.ELA-Literacy.RI.3.9) Compare and contrast the most important points and key details presented in two texts on the same topic. (Gr. 3)
- (CCSS.ELA-Literacy.RI.4.9) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (Gr. 4)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.3.1) Write opinion pieces on topics or texts, supporting a point of view with reasons. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.1, 5.1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Gr. 4-5)
- (CCSS.ELA-Literacy.W.3.2, 4.2, 5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Gr. 3-5)

### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (Gr. 5)
- (CCSS.ELA-Literacy.W.3.8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.8) 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. (Gr. 4)
- (CCSS.ELA-Literacy.W.4.9, 5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 4-5)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.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. (Gr. 4)
- (CCSS.ELA-Literacy.SL.3.5) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (Gr. 4)
- (CCSS.ELA-Literacy.SL.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. (Gr. 5)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)
- (CCSS.ELA-Literacy.SL.4.6) 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. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (Gr. 5)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.3.1, 4.1, 5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 3-5)
- (CCSS.ELA-Literacy.L.3.2, 4.2, 5.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 3-5)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

## **Lesson 2: *Keeping free: Our democracy***

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.3.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Gr. 3)
- (CCSS.ELA-Literacy.RI.3.3) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (Gr. 3)
- (CCSS.ELA-Literacy.RI.4.3) 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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.3) 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. (Gr. 5)

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-4)
- (CCSS.ELA-Literacy.RI.4.5) 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. (Gr. 4)

##### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RI.3.7) 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). (Gr. 3)

## Speaking & Listening Standards

### Comprehension and Collaboration

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.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. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) 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. (Gr. 5)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

## Language Standards

### Conventions of Standard English

- (CCSS.ELA-Literacy.L.3.1, 4.1, 5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 3-5)

### Knowledge of Language

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.4.6) 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). (Gr. 4)

## **Lesson 3: *Connected and free: Our 50 states***

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.3.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Gr. 3)
- (CCSS.ELA-Literacy.RI.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.RI.5.3) 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. (Gr. 5)

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)
- (CCSS.ELA-Literacy.RI.3.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Gr. 3)

##### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RI.3.7) 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). (Gr. 3)

#### **Writing Standards**

##### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.3.8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (Gr. 3)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.3.2) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)

## **Language Standards**

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.3.4, 4.4, 5.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (Gr. 3-5)

## **Lesson 4: *Living free: Our rights and responsibilities***

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.3.1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Gr. 3)
- (CCSS.ELA-Literacy.RI.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Gr. 5)
- (CCSS.ELA-Literacy.RI.3.2) Determine the main idea of a text; recount the key details and explain how they support the main idea. (Gr. 3)
- (CCSS.ELA-Literacy.RI.4.3) 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. (Gr. 4)

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.3.4, 4.4, 5.4) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade-level topic or subject area. (Gr. 3-5)
- (CCSS.ELA-Literacy.RI.3.5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Gr. 3)

##### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RI.4.7) 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. (Gr. 4)
- (CCSS.ELA-Literacy.RI.5.7) 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. (Gr. 5)
- (CCSS.ELA-Literacy.RI.5.9) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (Gr. 5)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.3.1) Write opinion pieces on topics or texts, supporting a point of view with reasons. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.1, 5.1) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Gr. 4-5)
- (CCSS.ELA-Literacy.W.3.2, 4.2, 5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.W.3.3, 4.3, 5.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Gr. 3-5)

### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.3.4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.4, 5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Gr. 4-5)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.3.7) Conduct short research projects that build knowledge about a topic. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. (Gr. 4)
- (CCSS.ELA-Literacy.W.4.8) 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. (Gr. 4)
- (CCSS.ELA-Literacy.W.4.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 4)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.3.1, 4.1, 5.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly. (Gr. 3-5)
- (CCSS.ELA-Literacy.SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)
- (CCSS.ELA-Literacy.SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (Gr. 3)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.3.4) 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. (Gr. 3)
- (CCSS.ELA-Literacy.SL.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. (Gr. 4)
- (CCSS.ELA-Literacy.SL.5.4) 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. (Gr. 5)
- (CCSS.ELA-Literacy.SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 3)
- (CCSS.ELA-Literacy.SL.5.6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (Gr. 5)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.3.1, 4.1, 5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 3-5)
- (CCSS.ELA-Literacy.L.3.2, 4.2, 5.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 3-5)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.3.3, 4.3, 5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 3-5)

## **Level 3 (Grades 6-8)**

### **Lesson 1: *The power of our government***

#### **Common Core State Standards for English Language Arts**

##### **Reading Standards: Informational Text**

###### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 7)
- (CCSS.ELA-Literacy.RI.7.3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Gr. 8)

##### **Writing Standards**

###### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.6.1, 7.1, 8.1) Write arguments to support claims with clear reasons and relevant evidence. (Gr. 6-8)

###### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.6.4, 7.4, 8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gr. 6-8)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.6.1, 7.1, 8.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (Gr. 6-8)
- (CCSS.ELA-Literacy.SL.6.3) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.3) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.3) 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. (Gr. 8)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.6.4) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.6, 7.6, 8.6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Gr. 6-8)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.6.1, 7.1, 8.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.6.2, 7.2, 8.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 6-8)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.6.3, 7.3, 8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 6-8)

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.6.6, 7.6, 8.6) 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. (Gr. 6-8)

## **Common Core State Standards for Literacy in History/Social Studies (Gr. 6-8)**

### **Craft and Structure**

- (CCSS.ELA-Literacy.RH.6-8.4) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## **Lesson 2: *The power of our country***

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.6.3) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (Gr. 8)

##### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RI.6.7) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Gr. 6)

#### **Language Standards**

##### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.6.6, 7.6) 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. (Gr. 6-7)

### **Common Core State Standards for Literacy in History/Social Studies (Gr. 6-8)**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RH.6-8.3) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RH.6-8.4) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## **Lesson 3: *The power of information***

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 7)
- (CCSS.ELA-Literacy.RI.6.3) Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (Gr. 6)

##### **Craft and Structure**

- (CCSS.ELA-Literacy.RI.6.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (Gr. 7)
- (CCSS.ELA-Literacy.RI.7.6) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (Gr. 8)
- (CCSS.ELA-Literacy.RI.6.6) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.8.6) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (Gr. 8)

##### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RI.6.7) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Gr. 6)
- (CCSS.ELA-Literacy.RI.8.7) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (Gr. 8)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.6.1, 7.1, 8.1) Write arguments to support claims with clear reasons and relevant evidence. (Gr. 6-8)
- (CCSS.ELA-Literacy.W.6.2, 7.2, 8.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Gr. 6-8)

### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.6.4, 7.4, 8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gr. 6-8)
- (CCSS.ELA-Literacy.W.6.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.5, 8.5) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Gr. 7-8)
- (CCSS.ELA-Literacy.W.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. (Gr. 6)
- (CCSS.ELA-Literacy.W.8.6) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (Gr. 8)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.6.7) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.7) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (Gr. 7)
- (CCSS.ELA-Literacy.W.8.7) 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. (Gr. 8)
- (CCSS.ELA-Literacy.W.6.9, 7.9, 8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 6-8)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.6.1, 7.1, 8.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (Gr. 6-8)
- (CCSS.ELA-Literacy.SL.6.2) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (Gr. 6)
- (CCSS.ELA-Literacy.SL.8.2) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.3) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)

## **Language Standards**

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.6.3, 7.3, 8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 6-8)

### **Vocabulary Acquisition and Use**

- (CCSS.ELA-Literacy.L.6.5, 7.5, 8.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.6.6, 7.6, 8.6) 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. (Gr. 6-8)

## **Common Core State Standards for Literacy in History/Social Studies (Gr. 6-8)**

- (CCSS.ELA-Literacy.RH.6-8.6) 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).

### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RH.6-8.8) Distinguish among fact, opinion, and reasoned judgment in a text.

## **Lesson 4: *The power in civic engagement***

### **Common Core State Standards for English Language Arts**

#### **Reading Standards: Informational Text**

##### **Key Ideas and Details**

- (CCSS.ELA-Literacy.RI.6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.1) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (Gr. 8)
- (CCSS.ELA-Literacy.RI.7.3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (Gr. 7)

##### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RI.6.7) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (Gr. 6)
- (CCSS.ELA-Literacy.RI.7.8) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (Gr. 7)
- (CCSS.ELA-Literacy.RI.8.8) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (Gr. 8)

## **Writing Standards**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.W.6.2, 7.2, 8.2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Gr. 6-8)

### **Production and Distribution of Writing**

- (CCSS.ELA-Literacy.W.6.4, 7.4, 8.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gr. 6-8)

### **Research to Build and Present Knowledge**

- (CCSS.ELA-Literacy.W.6.7) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (Gr. 6)
- (CCSS.ELA-Literacy.W.8.7) 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. (Gr. 8)
- (CCSS.ELA-Literacy.W.6.9, 7.9, 8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 6-8)

## **Speaking & Listening Standards**

### **Comprehension and Collaboration**

- (CCSS.ELA-Literacy.SL.6.1, 7.1 8.1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. (Gr. 6-8)
- (CCSS.ELA-Literacy.SL.6.2) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (Gr. 6)
- (CCSS.ELA-Literacy.SL.8.2) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.3) Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.3) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.3) 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. (Gr. 8)

### **Presentation of Knowledge and Ideas**

- (CCSS.ELA-Literacy.SL.6.4) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.4) Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (Gr. 8)
- (CCSS.ELA-Literacy.SL.6.5) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (Gr. 6)
- (CCSS.ELA-Literacy.SL.7.5) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (Gr. 7)
- (CCSS.ELA-Literacy.SL.8.5) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (Gr. 8)

- (CCSS.ELA-Literacy.SL.6.6, 7.6, 8.6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Gr. 6-8)

## **Language Standards**

### **Conventions of Standard English**

- (CCSS.ELA-Literacy.L.6.1, 7.1, 8.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Gr. 6-8)
- (CCSS.ELA-Literacy.L.6.2, 7.2, 8.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Gr. 6-8)

### **Knowledge of Language**

- (CCSS.ELA-Literacy.L.6.3, 7.3, 8.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Gr. 6-8)

## **Common Core State Standards for Literacy in History/Social Studies (Gr. 6-8)**

### **Integration of Knowledge and Ideas**

- (CCSS.ELA-Literacy.RH.6-8.7) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.