

## **Level 1 (Preschool – Grade 2)**

### **Lesson 1: Stranger Danger**

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

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

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

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

###### **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.2.2) 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.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)
- (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)

## Language Standards

### Vocabulary Acquisition and Use

- (CCSS.ELA-Literacy.L.K.5) With guidance and support from adults, explore word relationships and nuances in word meanings. (K)
- (CCSS.ELA-Literacy.L.1.5) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (Gr. 1)
- (CCSS.ELA-Literacy.L.2.5) Demonstrate understanding of word relationships and nuances in word meanings. (Gr. 2)
- (CCSS.ELA-Literacy.L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K)
- (CCSS.ELA-Literacy.L.1.6) 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., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## **Lesson 2: The Telephone**

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

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

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

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

#### **Writing Standards**

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

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)
- (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, 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.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)

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

- (CCSS.ELA-Literacy.SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (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)

## 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.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K)
- (CCSS.ELA-Literacy.L.1.6) 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., because). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## **Lesson 3: Home Safety**

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

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

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

- (CCSS.ELA-Literacy.RI.1.2) Identify the main topic and retell key details of a text. (Gr. 1)

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

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

#### **Writing Standards**

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

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

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

- (CCSS.ELA-Literacy.W.1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (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.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.2.2) 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.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.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (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.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)
- (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)

## Language Standards

### 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)
- (CCSS.ELA-Literacy.L.1.6) 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., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## **Lesson 4: Health and Body Safety**

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

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

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

- (CCSS.ELA-Literacy.RI.K.2) With prompting and support, identify the main topic and retell key details of a text. (K)
- (CCSS.ELA-Literacy.RI.1.2) Identify the main topic and retell key details of a text. (Gr. 1)

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

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

#### **Writing Standards**

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

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

##### **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.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.2.2) 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.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.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.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (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.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)
- (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)

## 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)
- (CCSS.ELA-Literacy.L.K.2, 1.2, 2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K- 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)
- (CCSS.ELA-Literacy.L.1.6) 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., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## **Lesson 5: Outdoor Safety**

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

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

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

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

#### **Writing Standards**

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

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

##### **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.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.2.2) 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.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.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.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (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.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)
- (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)

## Language Standards

### 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)
- (CCSS.ELA-Literacy.L.1.6) 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., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## **Lesson 6: Fire Safety**

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

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

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

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

#### **Writing Standards**

##### **Text Types and Purpose**

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)

##### **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)

## **Lesson 7: Weather Safety**

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

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

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

- (CCSS.ELA-Literacy.RI.K.2) With prompting and support, identify the main topic and retell key details of a text. (K)
- (CCSS.ELA-Literacy.RI.1.2) Identify the main topic and retell key details of a text. (Gr. 1)

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

- (CCSS.ELA-Literacy.RI.1.7) Use the illustrations and details in a text to describe its key ideas. (Gr. 1)

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

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

#### **Writing Standards**

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

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (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)
- (CCSS.ELA-Literacy.W.1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (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

### Presentation of Knowledge and Ideas

- (CCSS.ELA-Literacy.SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail. (K)
- (CCSS.ELA-Literacy.SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (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)

## Language Standards

### 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)
- (CCSS.ELA-Literacy.L.1.6) 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., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## **Lesson 8: Bullying/Friend Safety**

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

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

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

- (CCSS.ELA-Literacy.RI.K.2) With prompting and support, identify the main topic and retell key details of a text. (K)
- (CCSS.ELA-Literacy.RI.1.2) Identify the main topic and retell key details of a text. (Gr. 1)

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

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

#### **Writing Standards**

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

- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (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.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.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (K)
- (CCSS.ELA-Literacy.SL.1.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (Gr. 1)

## Language Standards

### 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)
- (CCSS.ELA-Literacy.L.1.6) 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., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## Lesson 9: Bicycle Safety

### Common Core State Standards for English Language Arts

#### Reading Standards: Informational Text

##### Key Ideas and Details

- (CCSS.ELA-Literacy.RI.K.2) With prompting and support, identify the main topic and retell key details of a text. (K)
- (CCSS.ELA-Literacy.RI.1.2) Identify the main topic and retell key details of a text. (Gr. 1)

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

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

#### Writing Standards

##### Text Types and Purposes

- (CCSS.ELA-Literacy.W.K.1) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). (K)
- (CCSS.ELA-Literacy.W.2.1) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. (Gr. 2)
- (CCSS.ELA-Literacy.W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K)
- (CCSS.ELA-Literacy.W.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. (Gr. 2)

##### 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.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.2.2) 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.K.6) Speak audibly and express thoughts, feelings, and ideas clearly. (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)

## 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.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K)
- (CCSS.ELA-Literacy.L.1.6) 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., *because*). (Gr. 1)
- (CCSS.ELA-Literacy.L.2.6) 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*). (Gr. 2)

## **Level 2 (Grades 3-5)**

### **Lesson 1: Internet Safety**

#### **Common Core Standards in English Language Arts**

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

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

- 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)

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

- (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.3.2, 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)
- (CCSS.ELA-Literacy.W.3.6) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (Gr. 3)

### **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.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.4.6) 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. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.6) 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. (Gr. 5)
- (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.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### **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)

## **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: Weather Safety**

### **Common Core Standards in English Language Arts**

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

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

- (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)

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

- (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)

### **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.4.9, 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.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### **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.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)

### **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.3.6) 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*). (Gr. 3)
- (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)
- (CCSS.ELA-Literacy.L.5.6) 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). (Gr. 5)

## **Lesson 3: Personal Body Safety and Bullying**

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

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

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

- (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)

## **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)

### **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.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.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 4: Fire Safety**

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

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

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

- (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)

## **Writing Standards**

### **Text Types and Purposes**

- (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)
- (CCSS.ELA-Literacy.W.3.6) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (Gr. 3)
- (CCSS.ELA-Literacy.W.4.6) 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. (Gr. 4)
- (CCSS.ELA-Literacy.W.5.6) 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. (Gr. 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.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.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### **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.3.5) 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)

## **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)

## **Lesson 5: Basic First Aid**

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

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

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

- (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.3.3) 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)

##### **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.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)

### **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)

## 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.3.6) 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*). (Gr. 3)
- (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)
- (CCSS.ELA-Literacy.L.5.6) 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*). (Gr. 5)

## **Lesson 6: Water Safety**

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

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

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

- (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)

#### **Writing Standards**

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

- (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.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.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (Gr. 5)

### **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.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.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)

### 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.3.6) 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*). (Gr. 3)
- (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)
- (CCSS.ELA-Literacy.L.5.6) 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*). (Gr. 5)

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

### **Lesson 1: Time Management, Study Skills and Test Taking**

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

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

###### **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)

##### **Writing Standards**

###### **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.6.9, 7.9, 8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research. (Gr. 6-8)

##### **Language Standards**

###### **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 Writing (Gr. 6-8)**

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

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

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

- (CCSS.ELA-Literacy.WHST.6-8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Lesson 2: Internet Safety**

### **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)

##### **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)
- (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)
- (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.7.6) 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. (Gr. 7)
- (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.6.8) 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. (Gr. 6)
- (CCSS.ELA-Literacy.W.7.8, 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. (Gr. 7-8)
- (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)

### **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)

### **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 Writing (Gr. 6-8)**

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

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

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

- (CCSS.ELA-Literacy.WHST.6-8.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Lesson 3: Money Management**

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

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

##### **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)

#### **Writing Standards**

##### **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)

### **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)

## **Language Standards**

### **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)

## **Lesson 4: Bullying and Harassment**

### **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, 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 a specific word choice on meaning and tone. (Gr. 7-8)
- (CCSS.ELA-Literacy.RI.6.5) Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (Gr. 6)
- (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)

## **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.7.7) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (Gr. 7)
- (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.6.2, 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)

## **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.7.2) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Gr. 7)
- (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)

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

- (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)

### **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 Writing (Gr. 6-8)**

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

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

## **Lesson 5: Healthy Relationships**

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

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

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

- (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)

##### **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.7.7) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (Gr. 7)

## **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.7.2) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (Gr. 7)

### **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)

### **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) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Gr. 6-7)
- (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)

## **Lesson 6: Diversity and Tolerance**

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

#### **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)
- (CCSS.ELA-Literacy.W.6.3, 7.3, 8.3) Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (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)

### **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.7.4) 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)

### **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 Writing (Gr. 6-8)**

### **Text Types and Purposes**

- (CCSS.ELA-Literacy.WHST.6-8.1) Write arguments focused on discipline-specific content.

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

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