

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**K-2**

(\*When variations exist in the standard between K-1-2 grade levels, 1st is listed for reference.)

LEARNING LAB:

			Animals in Action	Camouflaging Critters	Happenin' Habitats	Icy Adaptations
K-5 Writing	Research to Build and Present Knowledge	#7 Participate in shared research and writing projects (e.g. record science observations).	X			X
K-5 Speaking and Listening	Comprehension and Collaboration	#1 Participate in collaborative conversations with diverse partners about grade level topics with peers and adults in small and larger groups.	X	X	X	X
		#2 *Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	X	X	X	X
		#3 *Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X	X	X	X
	Presentation of Knowledge and Ideas	#4 *Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	X	X	X	X
		#6 *Produce complete sentences when appropriate to task and situation.	X	X	X	X
K-5 Language Standards	Vocabulary Acquisition and Use	#4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	X	X	X	X

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**3-5**

(\*When variations exist in the standard between 3-4-5 grade levels, 4th is listed for reference)

LEARNING LAB:

			Amazon Survival	Fish Files	Reef Relationships	Whale Adventures
K-5 Writing	Research to Build and Present Knowledge	#7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	X	X	X	X
K-5 Speaking and Listening	Comprehension and Collaboration	#1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners, building on others' ideas and expressing their own clearly.	X	X	X	X
		#3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3rd)	X	X	X	X
	Presentation of Knowledge and Ideas	#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)	X	X	X	X
K-5 Language Standards	Vocabulary Acquisition and Use	#4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	X	X	X	X

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

6-8

(\*When variations exist in the standard between 6-7-8 grade levels, 7th is listed for reference)

LEARNING LAB:

			GL: Puzzling Populations	Lakeshore Biology	Sea Otter Survival	Squid Dissection
6-12 Reading Standards for Informational Text	Integration of Knowledge and Ideas	#7 (6th) Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	X	X	X	X
6-12 Writing Standards	Research to Build and Present Knowledge	#7 *Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	X	X		X
6-12 Speaking and Listening Standards	Comprehension and Collaboration	#1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	X	X	X	X
	Presentation of Knowledge and Ideas	#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.	X	X	X	X
College and Career Readiness Anchor Standards for Language	Language Standards Vocabulary Acquisition and Use	#4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies.	X	X	X	X
		#6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X	X
Reading Standards for Literacy in Science and Technical Subjects	Key Ideas and Details	#3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	X	X		X
	Craft and Structure	#4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	X	X	X	X
	Integration of Knowledge and Ideas	#9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	X	X	X	X
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	Research to Build and Present Knowledge	#7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	X	X		X

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**9-10, 11-12**

LEARNING LAB:

		9-10	11-12	Fish Dissection	GL: Testing the Waters	Lakeshore Biology	Mission Marine
6-12 Reading Standards for Informational Text	Integration of Knowledge and Ideas	#7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	#7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.				X
6-12 Writing Standards	Research to Build and Present Knowledge	#7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	#7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	X	X	X	X
6-12 Speaking and Listening Standards	Comprehension and Collaboration	#1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and	#1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X
	Presentation of Knowledge and Ideas	#4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	#4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	X	X	X	X
College and Career Readiness Anchor Standards for Language	Language Standards Vocabulary Acquisition and Use	#4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	#4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	X	X	X	X
		#6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase	#6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or	X	X	X	X

Reading Standards for Literacy in Science and Technical Subjects	Key Ideas and Details	#3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	#3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	X	X	X	X
	Craft and Structure	#4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	#4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.	X	X	X	X
	Integration of Knowledge and Ideas	#9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	#9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	X	X	X	X
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	Research to Build and Present Knowledge	#7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	#7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	X	X	X	X