

# Teacher's Guide

From Cricket Media



# click

opening windows for young minds

## Build it

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## OVERVIEW

*In this magazine, readers will learn about construction. **Click: Build It** includes information about tools and machines used to*

*build things, different types of nests birds build, and how bridges are constructed so they are strong.*

## ESSENTIAL QUESTION:

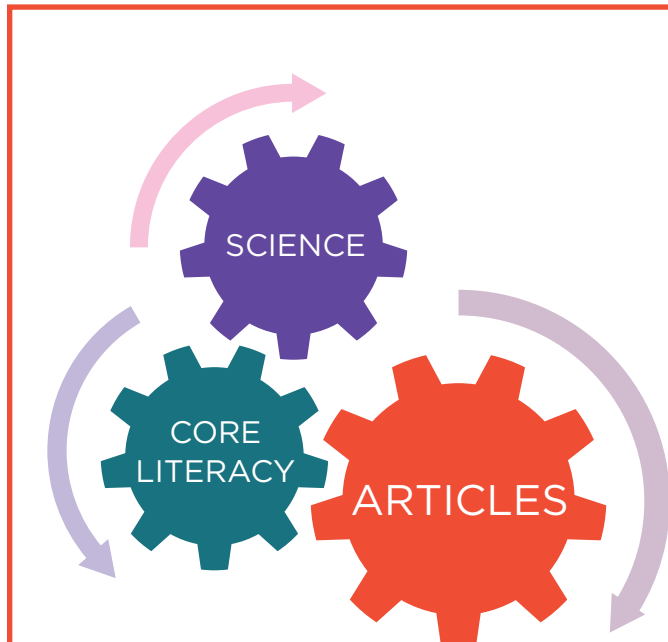
***What do humans and animals need to build strong structures?***



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ INDIVIDUAL ARTICLES PAGES 4 - 10

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



## TEACH A MINI-UNIT PAGES 12 - 14

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

**Essential Question:** What do humans and animals need to build strong structures?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>Click and Jane</b> Narrative Fiction/Cartoon	The shape and stability of structures of natural and designed objects are related to their function.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Figurative Language</li> <li>Interpret Visual Information</li> <li>Present a Script</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 7</i> <i>Speaking &amp; Listening 1 &amp; 6</i>
<b>Construction</b> Poem	The shape and stability of structures of natural and designed objects are related to their function.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Sensory Details</li> <li>Analyze Visual Information</li> <li>Write a Haiku</li> </ul>	<i>Reading 1, 2, 4 &amp; 7</i> <i>Writing 3</i>
<b>Dig It</b> Expository Nonfiction	The shape and stability of structures of natural and designed objects are related to their function.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Interpret Visual Information</li> <li>Research &amp; Write a Paragraph</li> </ul>	<i>Reading 1, 3, 6 &amp; 7</i> <i>Writing 2 &amp; 7</i>
<b>Built by Birds</b> Photo Essay	The shape and stability of structures of natural and designed objects are related to their function.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Interpret Visual Information</li> <li>Collaborate</li> </ul>	<i>Reading 1, 3, 5 &amp; 7</i> <i>Speaking &amp; Listening 1</i>
<b>Strong Shapes</b> Procedural Text/Activity	The shape and stability of structures of natural and designed objects are related to their function.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Interpret Visual Information</li> <li>Write Directions</li> </ul>	<i>Reading 1, 2, 6 &amp; 7</i> <i>Writing 2</i>
<b>Build It High, Long, Strong</b> Expository Nonfiction	The shape and stability of structures of natural and designed objects are related to their function.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Structure</li> <li>Interpret Visual Information</li> <li>Write an Acrostic Poem</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 8</i> <i>Writing 3</i>
<b>Pop's Bridge</b> Historical Nonfiction	The shape and stability of structures of natural and designed objects are related to their function.	<ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Point of View</li> <li>Interpret Visual Information</li> <li>Write a Letter to a Character</li> </ul>	<i>Reading 1, 2, 6 &amp; 7</i> <i>Writing 1</i>

**Comparing Texts:** *Reading 9*

**Mini-Unit:** *Reading 1, 2 & 3; Writing 2*





The clubhouse is a mess. Find out how Click and Jane and the rest of the gang clean it up.

## ESSENTIAL QUESTION

**What do humans and animals need to build strong structures?**

## CORE CONTENT CONCEPT

**Science** The shape and stability of structures of natural and designed objects are related to their function.

## CROSS-CURRICULAR EXTENSION

**Art** Imagine that you and your friends have a clubhouse. Use your imagination to draw a picture of your clubhouse. Show how you would organize your books, toys, and other things. Make your clubhouse a fun place to hang out in.

## KEY VOCABULARY

**level (p. 4)** a tool that shows if a surface is parallel to the ground

**plan (p. 5)** a way to do something that is decided ahead of time

## PREPARE TO READ

Ask students how they organize their books and toys at home. Invite volunteers to share their methods. Tell students that this Click and Jane story is about how Click and the gang figure out a way to organize the books and toys in their clubhouse.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

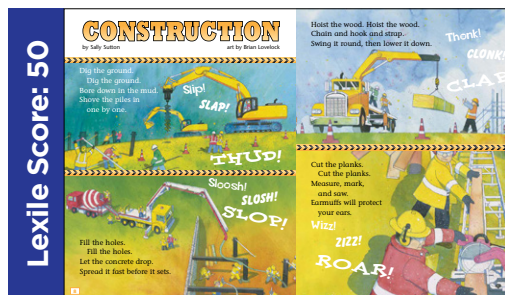
- What is a tape measure used for? A hammer? A level? Locate details in the text to support your answer. *CCSS Reading 1*
- Summarize the main idea of the text and the details that support it. *CCSS Reading 2*
- What is Click and Jane's problem at the beginning of the story? How do they decide to solve their problem? What is their problem at the end of the story? *CCSS Reading 3*

### Craft and Structure

- Analyze Figurative Language** What do you think the phrase "level-headed" means? What clues helped you arrive at your answer? *CCSS Reading 4*
- Interpret Visual Information** Look at the pictures on page 4. Which details in the text does each picture help you understand? Work with a partner to find details. Then take turns reading them aloud. *CCSS Reading 7*

## SPEAKING AND LISTENING

**Present a Script** "Click and Jane" uses speech bubbles to show what the characters say. Form groups of four to play the characters. First, decide who will be each character. Then, practice reading your parts. Use the bubbles next to your character to help you know which parts are yours. Try to make the words sound like a real conversation. When you are ready, perform the story for the class.



This poem explains in a fun way how construction workers use big machines and tools to build a library.

## ESSENTIAL QUESTION

**What do humans and animals need to build strong structures?**

## CORE CONTENT CONCEPT

**Science** The shape and stability of structures of natural and designed objects are related to their function.

## CROSS-CURRICULAR EXTENSION

**Language Arts** Look for books about construction: *The Construction Alphabet Book* by Jerry Pallotta, *How a House is Built* by Gail Gibbons, *A Year at a Construction Site* by Nicholas Harris.

## KEY VOCABULARY

**bore (p. 8)** to make by cutting or digging through

**piles (p. 8)** long slender posts driven into the ground to support a load

**concrete (p. 8)** a hard, strong building material made from sand, rock, and water

**hoist (p. 9)** to lift or haul up using a mechanical device

**planks (p. 9)** wide, heavy, thick boards

## PREPARE TO READ

Write the word “construction” on the board. Explain that it means “the act or process of building.” Ask students if they have ever seen a construction site where a new building was in the process of being built. What did the site look like? Explain that this poem is about the process of building a library.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- With a group of classmates, take turns asking and answering questions about the poem. Use the words *who*, *what*, *when*, *where*, *why*, and *how* to make up questions. Use information in the article to answer questions. *CCSS Reading 1*
- Why do you think construction workers need to wear earmuffs? *CCSS Reading 1*
- What does this poem teach you about? Find key details in the poem to support your answer. *CCSS Reading 2*

### Craft and Structure

- Analyze Sensory Details** The words “slip,” “slap,” “slosh,” and “slop” are words that name sounds that also sound like the sounds. Find other words in the poem that name sounds that also sound like the sounds. *CCSS Reading 4*
- Analyze Visual Information** Which details in the text does each picture help you understand? Work with a partner to find the details. *CCSS Reading 7*

## WRITING

**Write a Haiku** A haiku is a poem in which the first line has five syllables, the second line has seven syllables, and the third line has five syllables. Write a haiku poem. Include two sound words in your poem. Here’s an example of a haiku:

Bees buzzing softly,  
drinking nectar from flowers  
to make sweet honey.



This article explains the different jobs an excavator, or digger, does.

## ESSENTIAL QUESTION

**What do humans and animals need to build strong structures?**

## CORE CONTENT CONCEPT

**Science** The shape and stability of structures of natural and designed objects are related to their function.

## CROSS-CURRICULAR EXTENSION

**Social Studies** Ask your teacher to help you find a video online that shows people using big construction equipment. After watching the video, tell a classmate three things you learned about big construction equipment.

## KEY VOCABULARY

**base (p. 13)** the part that supports something

**excavator (p. 13)** a large machine that removes material from the ground

**cab (p. 14)** the enclosed part of a truck or big machine where the driver sits

**levers (p. 14)** handles used to control the position of a part in a machine

**bulky (p. 15)** large in size

## PREPARE TO READ

Show students photos of an excavator. Ask them if they have ever seen a real excavator. Then ask if they know what an excavator does. Tell students that this next article explains the different jobs that an excavator can do.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What other jobs can an excavator do besides dig? Use clues from the illustrations in the article to help answer the question. *CCSS Reading 1*
- How does the driver use levers and foot pedals to control the excavator? Use details from the text and illustrations to support your answer. *CCSS Reading 1*
- How is the thumb on an excavator's bucket like your thumb? *CCSS Reading 3*

### Craft and Structure

- **Determine Author's Purpose** What is the author's purpose in writing this article? Find text details to support your answer. *CCSS Reading 6*
- **Interpret Visual Information** Choose two photos from the article. Then explain which details from the text are shown in each photo. *CCSS Reading 7*

## WRITING

**Research and Write a Paragraph** Use the internet or a library book to learn about different types of big construction equipment. Choose one machine to write a paragraph about and draw pictures to go with it. Ask your teacher to staple your page and your classmates' pages into a book titled "Big Construction Equipment." Display the book in your classroom for everyone to enjoy.



Find out what materials different birds use to make their nests.

## ESSENTIAL QUESTION

**What do humans and animals need to build strong structures?**

## CORE CONTENT CONCEPT

**Science** The shape and stability of structures of natural and designed objects are related to their function.

## CROSS-CURRICULAR EXTENSION

**Art** Gather a variety of materials, such as twigs, string, leaves, feathers, mud, and other bits of stuff to create a bird nest. Draw a picture of a bird (real or imaginary) that might occupy your nest. Display your nest and drawing for others to enjoy.

## KEY VOCABULARY

**moss (p. 16)** a small, green plant without flowers that grows on trees, rocks, and wet ground

**lichen (p. 16)** plantlike living things that grow together on a solid surface

**cushion (p. 17)** to soften

**predators (p. 18)** animals that hunt other animals for food

**burrow (p. 18)** a hole in the ground made by an animal for shelter or protection

## PREPARE TO READ

Invite students to share what they know about birds' nests. Show students photos of different kinds of bird nests and invite them to describe what they see. Explain that different birds build different kinds of nests out of different materials. Then explain that they will learn about birds' nests in this article.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Make a list of words that describe what birds use to make their nests. Use details from the text and illustrations to create your list. *CCSS Reading 1*
- What do all the nests on page 17 have in common? Locate details in the text and illustrations to support your response. *CCSS Reading 3*
- How do a bald eagle's nest and a bee hummingbird's differ? Use details from the text to explain their differences. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** The author divided this article into sections, each with its own heading. How did this structure help you understand what to expect in each section? *CCSS Reading 5*
- **Interpret Visual Information** How do the photos help you understand what the text says? Provide examples from the article. *CCSS Reading 7*

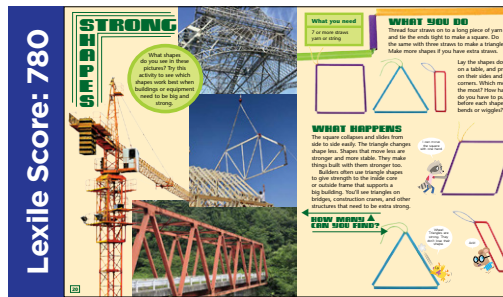
## SPEAKING AND LISTENING

**Collaborate** Work in small groups to choose the most amazing bird nest in the article. First, choose the most amazing bird nest on each page. Then choose the most amazing bird nest overall from this smaller group. Compare your results with other groups.



# ARTICLE: Strong Shapes

Magazine pages 20 - 21, Procedural Text/Activity



Try the activity in this article to see which shapes work best when buildings or equipment need to be big and strong.

## ESSENTIAL QUESTION

**What do humans and animals need to build strong structures?**

## CORE CONTENT CONCEPT

**Science** The shape and stability of structures of natural and designed objects are related to their function.

## CROSS-CURRICULAR EXTENSION

**Math** Look around your classroom or around the playground. What triangle shapes do you see? Make a list of the things you see made with triangles. Trade your list with a partner and compare the triangular shapes you each found.

## KEY VOCABULARY

**collapses** (p. 21) falls down; gives way

**stable** (p. 21) firm or steady; not likely to move

**core** (p. 21) the center of something

**frame** (p. 21) a simple structure that supports a larger object

**structures** (p. 21) things that have been built

## PREPARE TO READ

Read the title and show students the photos on page 20. Ask students what shapes they see in the pictures. Then ask students how the shapes they see in the pictures are “strong shapes.” Explain that they will try an activity to see which shapes work best when building things that need to be big and strong.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

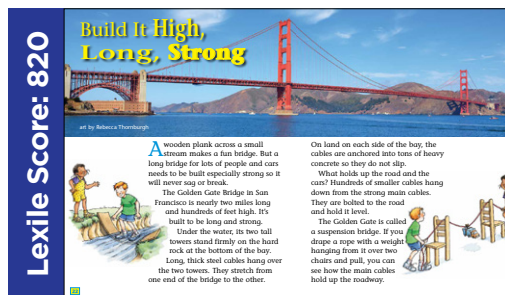
- Which is a stronger shape, a square or a triangle? Why? Provide details from the text to explain your answer. *CCSS Reading 1*
- Review the photos on page 20. Which shape do you mostly see? Why do you think this is so? Provide ideas you learned about shapes from the article. *CCSS Reading 1*
- What is the main idea of the article? Which details support the main idea? *CCSS Reading 2*

### Craft and Structure

- **Determine Author’s Purpose** What do you learn about from this article? What makes the article both fun and entertaining? Work with a partner to answer these questions. *CCSS Reading 6*
- **Interpret Visual Information** How do the pictures on page 21 help you understand what to do in the activity? *CCSS Reading 7*

## WRITING

**Write Directions** Rewrite the directions using numbered steps. Draw a picture to accompany each step.



This article explains how tall and long bridges are built.

## ESSENTIAL QUESTION

**What do humans and animals need to build strong structures?**

## CORE CONTENT CONCEPT

**Science** The shape and stability of structures of natural and designed objects are related to their function.

## CROSS-CURRICULAR EXTENSION

**Engineering** Conduct research to learn more about what makes bridges strong. List or draw/label the main factors that make bridges strong on a poster board or piece of butcher paper.

## KEY VOCABULARY

**plank (p. 22)** a wide, thick board

**sag (p. 22)** to hang downward in the middle

**cables (p. 22)** thick, long ropes made of steel

**anchored (p. 23)** fastened firmly

**bolted (p. 23)** attached with a bolt or something like a bolt

**gorge (p. 24)** a narrow space between two rocky cliffs

## PREPARE TO READ

Show pictures of the Golden Gate Bridge. Ask students if they have ever seen or driven over it. Invite volunteers to share their experiences. Then ask students to hypothesize how the bridge is supported. Explain that this article explains how high and tall bridges like the Golden Gate Bridge are built.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

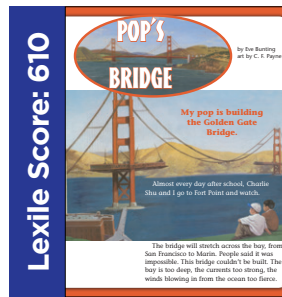
- What important features help make the Golden Gate Bridge in San Francisco strong? Find details in the article to support your answer. *CCSS Reading 1*
- What is the main idea of the article? Which details support the main idea? *CCSS Reading 2*
- What feature do the bridges on page 24 have in common? Use information from the pictures to find and support your answer. *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** With a partner, identify the three sections in this article. What does the author want you to learn about in each section? *CCSS Reading 5*
- **Evaluate Evidence** What evidence does the author provide to support their claim that the Golden Gate Bridge was “built to be long and strong”? *CCSS Reading 8*

## WRITING

**Write an Acrostic Poem** Write an acrostic poem using the word “bridges.” An acrostic poem is a poem in which the first letters of each line spell out a word or phrase. First, brainstorm a list of words or phrases that describe the word “bridges.” Next, write the word “bridges” vertically on your paper. Then, use the words you brainstormed to write your acrostic poem. Each line should begin with a letter from the word “bridges.”



"Pop's Bridge" tells the story of how it took many men with many different skills to construct the Golden Gate Bridge.

## ESSENTIAL QUESTION

**What do humans and animals need to build strong structures?**

## CORE CONTENT CONCEPT

**Science** The shape and stability of structures of natural and designed objects are related to their function.

## CROSS-CURRICULAR EXTENSION

**Language Arts** Eve Bunting is the author of several other books. Look for her books in the library and read them as a class. Here are just a few: *One Green Apple*, *A Day's Work*, *The Wall*, *Fly Away Home*, and *Dreaming of America*.

## KEY VOCABULARY

**crew (p. 28)** a group of people who work together

**catwalks (p. 28)** narrow, raised walkways

**kerchief (p. 28)** a square cloth that is tied around the neck

**spans (p. 30)** stretches or reaches over or across

**scaffolding (p. 30)** materials that make up an elevated platform built as a support for workers

## PREPARE TO READ

Preview the story title and pictures. Ask students to predict what they think will happen in the story. Display a two-column chart labeled "Predictions" and "Evidence." Record students' ideas in the chart. Then, read the story aloud. Pause to discuss and revise predictions with students.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why are the high-iron men called "skywalkers"? *CCSS Reading 1*
- What happens in the story that causes Robert to feel ashamed? How does he change as a result? *CCSS Reading 2*
- The title of this story is "Pop's Bridge." After reading this story, what title do you think would be a better title? Tell why you think so. *CCSS Reading 2*

### Craft and Structure

- **Analyze Point of View** With a partner, look through the story to find places where the narrator talks about his thoughts and ideas. Make a list of three examples. *CCSS Reading 6*
- **Interpret Visual Information** How do the illustrations help you understand what the author says? Provide examples from the story. *CCSS Reading 7*

## WRITING

**Write a Letter to a Character** Imagine that you are Charlie. Write a letter to Robert, trying to convince him that he's wrong when he says his dad's job is more important and dangerous than your dad's. Get together with other letter-writers and take turns reading the letters aloud.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Make your own booklet called “What I Learned about Construction.” In your own words, include information about tools, machines, and building materials used in construction. Use multiple articles to gather your information. Don’t forget the birds!
- Look through multiple articles to find words that describe the sounds tools and machines make when being used. Share your describing words and the tools or machines they relate to with a partner.
- Look through “Build It High, Long, Strong” and “Pop’s Bridge.” What are both these articles about? Which article is factual? Which article is a story based on facts?
- Look through “Construction” and “Dig It!” to find information about big machines. Make a two-column chart with the headings “Construction” and “Dig It!” and record the information. Write a paragraph combining these details.
- Answer the Essential Question with details from different articles: What do humans and animals need to build strong structures?



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

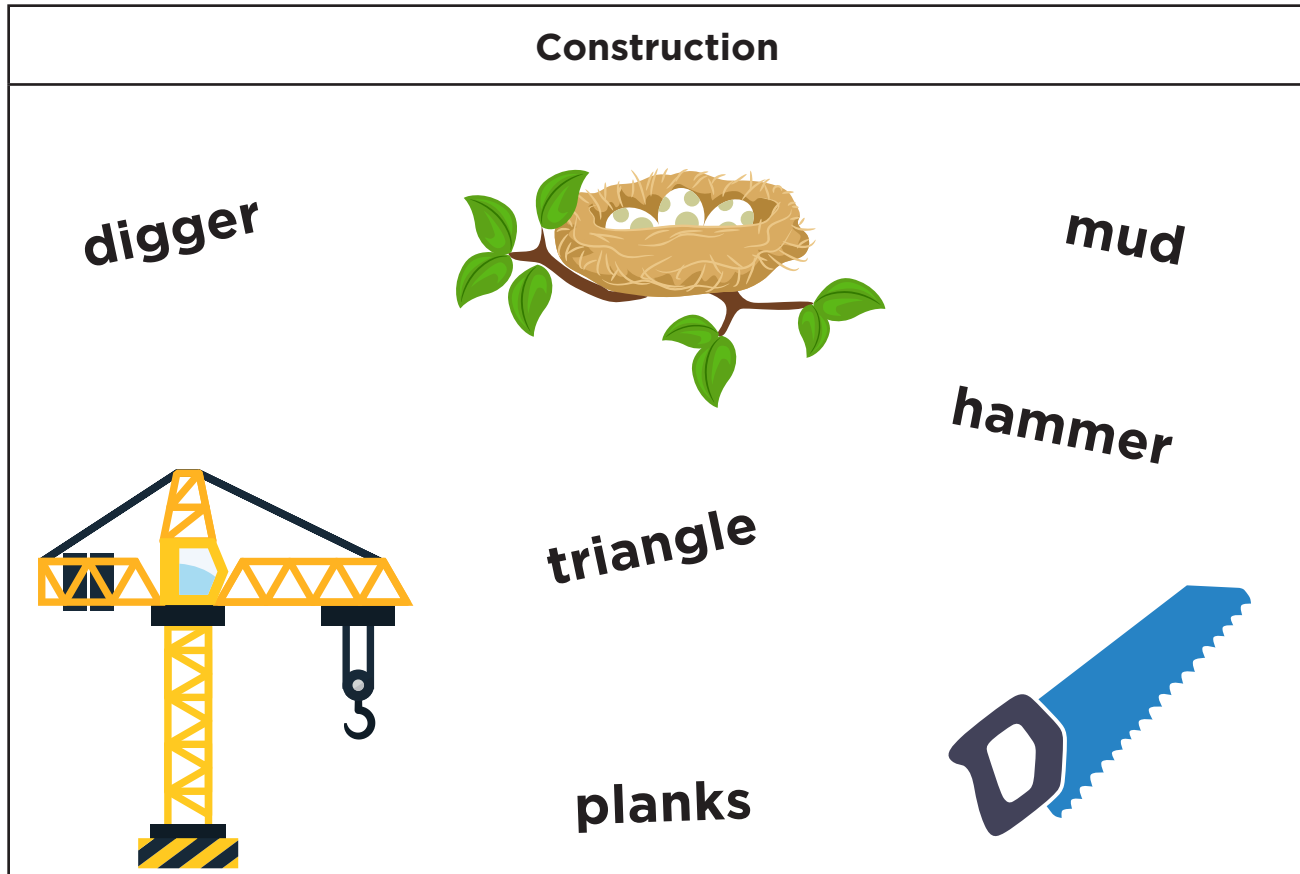
### ENGAGE

### READ FOR A PURPOSE

### APPLY

In this mini-unit, your students will take an in-depth look at what humans and birds use to build strong structures. Students will complete a Word Splash to review this month's Essential Question. Next, they will find details about tools, machines, materials, and shapes in the texts. Finally, they will create a Construction Dictionary that includes information about a tool, machine, or material they learned about in this issue of *Click*.

**ENGAGE:** Engage students in the topic of construction by first reviewing the Essential Question: What do humans and birds need to build strong structures? Discuss what students know about the tools, machines, materials, and shapes people and animals use to make structures. Create a Word Splash by writing any words, ideas, or pictures in any order and in any direction around the topic of construction. Use a Word Splash similar to the one below to collect ideas before reading to students and to gather new information as you read.



**READ FOR A PURPOSE**

**INTRODUCE THE ACTIVITY: Construction Dictionary** Explain to students that they will be compiling a Construction Dictionary using information from the magazine articles. Tell students that they will each create a page for the dictionary that focuses on one tool, machine, or material they learned about. One drawing will also be included. The pages will be compiled later into a class book.

**RETURN TO THE TEXT:** Tell students that before they begin to write, they will work together to describe one of the tools, machines, or materials mentioned in one of the articles. Display a chart like the one below and explain that you are going to read aloud the first two pages of the magazine story “Build It High, Long, Strong.” Tell students to listen for details that describe a suspension bridge. Explain to students that they may choose to reread any article and will use a chart similar to the one below to take notes on the tool, machine, or material of their choice. Instruct students to add other questions to the chart such as “What sounds does it make?” or “What shapes is it made of?” if they are appropriate.

Suspension Bridge	
What does it look like?	long and high
What is it used for?	for cars to cross over water and gorges
What is it made of?	towers, steel cables, concrete, bolts





**APPLY: Construction Dictionary** Now that students have reviewed information about the tools, machines, and construction materials mentioned in the magazine articles, they can begin writing their pages for the Construction Dictionary. Each student will write about one tool, machine, or material. If any students need help, invite them to meet with you for a brief writer's conference.

**Materials**

- writing pencils
- paper
- colored pencils, crayons, or markers

**STEP 1: Draft**

Ask students to gather their notes on one of the tools, machines, or materials mentioned in the articles. Then, have them create a draft of the written part of their Dictionary page. Remind them it is important to be as detailed as possible when describing and drawing their object.

**STEP 2: Revise**

Tell students to reread their draft to see if they need to add or change any details.

**STEP 3: Draw**

Now ask students to add a drawing of the tool, machine, or material they selected to their page. Remind them to label any parts or materials so that the drawings are clear.

**STEP 4: Edit**

Display the checklist below and have students use it to edit their page.

1. My handwriting is neat.
2. My words and drawings show details about my object.
3. I used correct spelling.

If necessary, have students rewrite/draw their page.

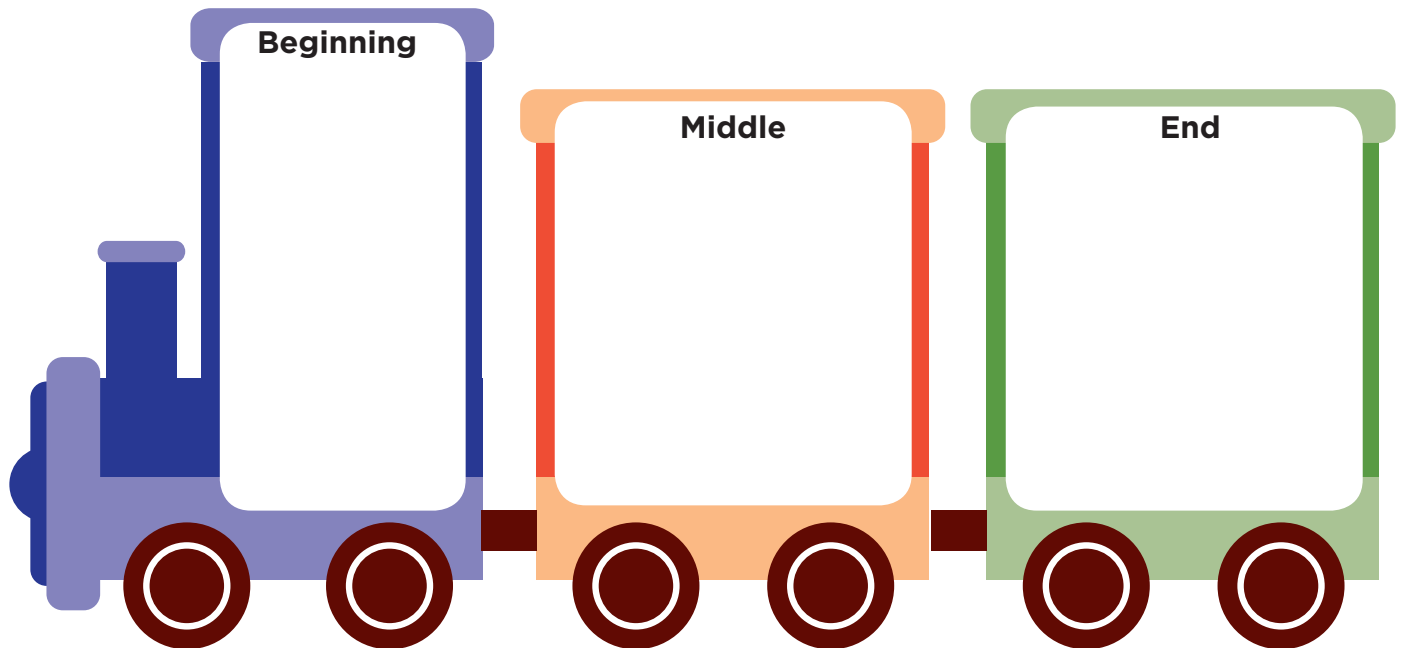
**STEP 5: Publish**

When students are finished, have them share their pages with the class. Compile the pages into a class book titled "Construction Dictionary."





## BEGINNING/MIDDLE/END TRAIN







## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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## KEY IDEAS AND DETAILS

<b>Read closely to determine what a text says explicitly.</b>	Reading 1	
<b>Make logical inferences</b> to determine what the text communicates implicitly.	Reading 1	
<b>Cite specific textual evidence to support conclusions</b> drawn from the text.	Reading 1	
<b>Determine central ideas or themes</b> of a text and analyze their development.	Reading 2	
<b>Summarize key supporting details and ideas.</b>	Reading 2	
Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text.	Reading 3	

## CRAFT AND STRUCTURE

<b>Interpret words and phrases</b> as they are used in a text.	Reading 4	
<b>Determine technical, connotative, and figurative meanings.</b>	Reading 4	
Analyze how specific <b>word choices</b> shape meaning or tone.	Reading 4	
Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the <b>genre, key elements, and characteristics</b> of literary texts.	Reading 5	
Assess how <b>point of view or purpose</b> shapes the content and style of a text.	Reading 6	
Analyze how an <b>author's style and tone</b> affects meaning.	Reading 6	

## INTEGRATION OF KNOWLEDGE AND IDEAS

<b>Integrate and evaluate content</b> presented in diverse media and formats.	Reading 7	
<b>Identify and evaluate the argument and claims</b> in a text.	Reading 8	
<b>Analyze how two or more texts address similar themes or topics.</b>	Reading 9	

## WRITING

Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write <b>narratives</b> to develop real or imagined experiences or events.	Writing 3	
<b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained <b>research projects</b> .	Writing 10	



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

## C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

## STATE OR DISTRICT STANDARD

### CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

### ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

### GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

### HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none"><li>• Structure and Function of Living Things</li><li>• Life Cycles and Stages</li><li>• Reproduction &amp; Inherited Traits</li><li>• Animals</li><li>• Plants</li></ul>	<ul style="list-style-type: none"><li>• Forces and Interactions</li><li>• Energy</li><li>• Light</li><li>• Sound</li><li>• Electricity/ Magnetism</li><li>• Matter</li><li>• Waves</li><li>• Heat</li><li>• Chemistry</li><li>• Information Processing</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Climate</li><li>• Rocks &amp; Soil</li><li>• Erosion and Weathering</li><li>• Landforms</li><li>• Water</li><li>• Oceans</li><li>• History of Earth</li><li>• Plate Tectonics</li><li>• Volcanoes, Earthquakes, and Tsunamis</li></ul>	<ul style="list-style-type: none"><li>• Solar System</li><li>• Planets</li><li>• Moon</li><li>• Sun</li></ul>

