

Teacher's Guide

From Cricket Media



cobblestone®

Discover American History



MAGAZINE ARTICLES

Breaking Through.	2
Expository Nonfiction 980L	
Teacher	10
Expository Nonfiction 940L	
A System of Dots.	12
Expository Nonfiction 980L	
Famous Friends.	16
Expository Nonfiction 1120L	
Life as a Daring Adventure.	20
Expository Nonfiction 1100L	
A Visit to Ivy Green.	28
Expository Nonfiction 1220L	
A School with Vision.	32
Expository Nonfiction 1040L	
People with Disabilities...and You	36
Expository Nonfiction 900L	

Helen Keller

OF ALL ODDS

Teacher’s Guide for *Cobblestone: Helen Keller*

Using This Guide **2**

Skills and Standards Overview **3**

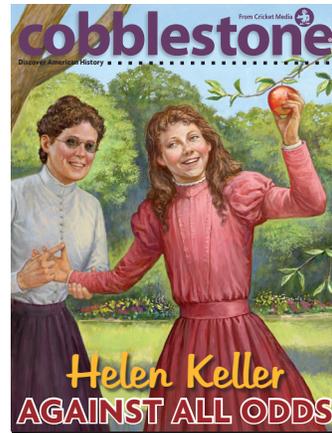
Article Guides **4**

Cross-Text Connections **12**

Mini-Unit **13**

Graphic Organizers **16**

Appendix: Meeting State and National Standards **18**



OVERVIEW

*In this magazine, readers will learn about Helen Keller’s life and legacy. **Cobblestone: Helen Keller** includes information about*

the famous people who influenced her and the innovations that made her education possible, along with her life’s work as an advocate for others.

ESSENTIAL QUESTION:

How did the life of Helen Keller contribute to awareness of the blind?

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 - 11

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:

The diagram shows a sample article page titled "ARTICLE: Olympic Moments" with several sections highlighted by callouts:

- Essential Question:** "Thinking: Modern Olympic moments combined to include a diverse group of athletes and events?"
- Content Concepts:** "C3 Framework for Social Studies" and "Next Generation Science Standards"
- Key Vocabulary:** "CCSS Reading 4"
- Prepare to Read:** "Prepare to Read" section with callout: "Prepare to Read CCSS Speaking and Listening 1, 2, 4"
- Close Reading and Text Analysis:** "CLOSE READING AND TEXT ANALYSIS" section with callout: "Close Reading and Text Analysis CCSS Reading 1-10"
- Writing/Speaking and Listening:** "WRITING" section with callout: "Writing/Speaking and Listening CCSS Writing 1, 2, 3 & 6 CCSS Speaking and Listening 1, 2, 4"

The diagram features three interlocking gears. The top gear is purple and labeled "SOCIAL STUDIES". The bottom-left gear is teal and labeled "CORE LITERACY". The bottom-right gear is red and labeled "ARTICLES". Curved arrows indicate a clockwise flow between the gears, suggesting integration and connection between these three areas.

TEACH A MINI-UNIT PAGES 13 - 15

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: How did the life of Helen Keller contribute to awareness of the blind?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Breaking Through Expository Nonfiction	An individual can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Analyze Text Structure Write a Skit 	<i>Reading 1, 2, 3, 4 & 5</i> <i>Writing 3</i>
Teacher Expository Nonfiction	An individual can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Author's Purpose Analyze an Argument Research and Write a Biography 	<i>Reading 1, 2, 3, 6 & 8</i> <i>Writing 2 & 7</i>
A System of Dots Expository Nonfiction	An individual can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Literary Devices Interpret Visual Information Conduct a Survey 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Speaking & Listening 1 & 4</i>
Famous Friends Expository Nonfiction	An individual can shape significant historical change.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Language Determine Author's Purpose Write a Letter 	<i>Reading 1, 2, 3, 4 & 6</i> <i>Writing 3</i>
Life as a Daring Adventure Expository Nonfiction	People's perspectives shape the historical sources they create.	<ul style="list-style-type: none"> Close Reading Analyze an Argument Compare Texts Present an Opinion 	<i>Reading 1, 2, 3, 8 & 9</i> <i>Speaking & Listening 1, 4 & 6</i>
A Visit to Ivy Green Expository Nonfiction	People's perspectives influence the monuments they create.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Interpret Visual Information Write a Travel Brochure 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Writing 2</i>
A School with Vision Expository Nonfiction	People's perspectives shape the institutions they create.	<ul style="list-style-type: none"> Close Reading Determine Author's Purpose Compare Themes Give a Speech 	<i>Reading 1, 2, 3, 6 & 9</i> <i>Speaking & Listening 1, 4 & 6</i>
People with Disabilities... and You Expository Nonfiction	Applying civic virtues can positively impact one's social interactions.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Interpret Visual Information Write a Graphic Story 	<i>Reading 1, 2, 3, 5 & 7</i> <i>Writing 3</i>

Comparing Texts: *Reading 9*

Mini-Unit: *Reading 1, 2 & 3; Writing 2; Speaking & Listening 1 & 6*



Anne Sullivan was born to immigrant parents and poverty. Her hardships continued until she was placed at the Perkins Institution and given the opportunity for surgeries and study. Working with Helen Keller brought her fame.

ESSENTIAL QUESTION

How did the life of Helen Keller contribute to awareness of the blind?

CORE CONTENT CONCEPT

Social Studies An individual can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Health Learn more about *trachoma*. How does one get the disease and how is it treated today?

KEY VOCABULARY

brutal (p. 10) extremely cruel or harsh

immortalize (p. 11) to cause (someone or something) to be remembered forever

impact (p. 10) to have a strong and often bad effect on (something or someone)

inspection (p. 10) an official visit to a school, hospital, etc., in order to see if rules are being followed and things are in their proper condition

PREPARE TO READ

Tell your students about the best teachers you had. Explain why they were good teachers for you. Have them write journal entries about their own best teachers. Explain why Anne Sullivan was best for Helen Keller.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you conclude about Anne based on her coming forward to stand up for herself? Why? *CCSS Reading 1*
- Identify the main idea of each paragraph in the article and use the main ideas to write a summary of the article. *CCSS Reading 2*
- How did Sullivan's relationship with Laura Bridgman help prepare her for working with Keller? Cite details from the text to support your answer. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** What was the author's purpose in writing this article? Which specific words and phrases clued you in to this purpose? *CCSS Reading 6*
- **Analyze an Argument** Trace the argument that "Anne's life slowly changed for the better." Is the evidence sufficient and relevant? *CCSS Info Text 8*

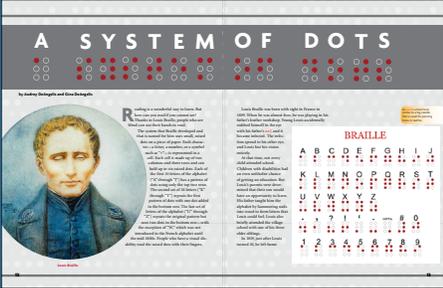
WRITING

Research and Write a Biography Research Laura Bridgman and write a one-page biography of her.

ARTICLE: A System of Dots

Magazine pages 12 - 15, Expository Nonfiction

Lexile Score: 980



The article preview shows the title 'A SYSTEM OF DOTS' at the top. Below the title is a portrait of Louis Braille. To the right of the portrait is a grid of Braille characters. The article text is partially visible, starting with 'Reading is considered one of the most important skills...' and 'Louis Braille was born in France in 1809...'.

After Louis Braille became blind at a young age, he was forced to attend a special school in order to be educated. There, he learned about systems to teach the blind to read and developed his own, building on the ideas of others.

ESSENTIAL QUESTION

How did the life of Helen Keller contribute to awareness of the blind?

CORE CONTENT CONCEPT

Social Studies An individual can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science How does the eye work? Learn the function of each part of it and how it communicates messages to the brain.

KEY VOCABULARY

enormous (p. 14) very great in size or amount

slate (p. 14) a small sheet of slate in a wooden frame that was used in schools in the past for writing on with chalk

slide rule (p. 14) an old-fashioned instrument that is like a ruler with a middle piece that slides back and forth and that is used to do calculations

PREPARE TO READ

Show material written in braille and the tools used to write or type it. Explain why it is important for there to be a standard means for the blind to read and write in each language.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use the article to make inferences about Louis' family. Cite the details from the text that support each inference. *CCSS Reading 1*
- Identify the theme of the article and write a paragraph to explain how the author develops it within the text. *CCSS Reading 2*
- Make a chart comparing the systems used to help the blind read. (See Reading Chart on page 17.) *CCSS Reading 3*

Craft and Structure

- **Analyze Literary Devices** What is the purpose of the rhetorical question at the beginning of the article? How does it contribute to the ideas presented? Cite details from the text to support your answer. *CCSS Info Text 5*
- **Interpret Visual Information** Study the images, including the title and cartoon, that accompany the text and decide the purpose of each. How do they impact your understanding of the topic? *CCSS Info Text 7*

SPEAKING AND LISTENING

Conduct a Survey Conduct a survey to see what your friends and neighbors know about braille and whether any of them can use it. Use a computer to make a chart of your results.



As part of her travel as an advocate for people with disabilities, Keller developed numerous friendships with the famous.

ESSENTIAL QUESTION

How did the life of Helen Keller contribute to awareness of the blind?

CORE CONTENT CONCEPT

Social Studies An individual can shape significant historical change.

CROSS-CURRICULAR EXTENSION

English Language Arts Read and discuss the poems mentioned in the article.

KEY VOCABULARY

demeanor (p. 18) a person's appearance and behavior

pity (p. 17) a strong feeling of sadness or sympathy for someone or something

radical (p. 17) having extreme political or social views that are not shared by most people

PREPARE TO READ

Show images of some of today's biggest stars and leaders. Ask students why each is famous. Explain that Keller was often seen with members of the A-list crowd of her day.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you conclude about Keller's personality from the way people responded to her? Use details from the text to support your answer.
CCSS Reading 1
- How does each section support the main idea? Identify the most relevant supporting details. *CCSS Reading 2*
- List each famous person Keller had a relationship with and write one sentence explaining the nature of their relationship. *CCSS Reading 3*

Craft and Structure

- **Interpret Figurative Language** Look for idioms in the quotes used in the article and note them along with their meanings. *CCSS Reading 4*
- **Determine Author's Purpose** Is the author's purpose to convince you Keller is important? Use the text to help you explain and support your opinion.
CCSS Reading 6

WRITING

Write a Letter Keller was famous for writing to the famous and asking for meetings. Write a letter to someone who is famous today and convince them to meet you. Consider why they should meet you. Are you a huge fan, championing a cause, or do you have something else in common?



Keller was a lifelong advocate for social causes and an active contributor to her own well-being.

ESSENTIAL QUESTION

How did the life of Helen Keller contribute to awareness of the blind?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the historical sources they create.

CROSS-CURRICULAR EXTENSION

Theater Study vaudeville skits and select one to perform or create your own act in a vaudeville style.

KEY VOCABULARY

controversial (p. 21) relating to or causing much discussion, disagreement, or argument

indispensable (p. 23) extremely important and necessary

trustee (p. 22) a member of a group that manages the money of an organization

PREPARE TO READ

Read or view segments of one of the biographical works about Keller that shows her on stage or screen.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What does the title suggest the article will be about? Write your answer and then read to see if you were correct. *CCSS Reading 1*
- How does the opening quote relate to the theme and main idea of the article? Quote the text in your response. *CCSS Reading 2*
- What do the causes Keller championed have in common? Are there any that don't share these common points? *CCSS Reading 3*

Craft and Structure

- **Analyze an Argument** Trace the author's argument that Keller lived up to the quote that opens the article. Is the author's claim that Keller lived by those words supported with sufficient evidence? Use details from the text to support your answer. *CCSS Reading 8*
- **Compare Texts** Read the poster on page 21. Does it agree with the author's impression of Keller? Cite details from the article that support your answer. *CCSS Reading 9*

SPEAKING AND LISTENING

Present an Opinion Was Keller truly independent? Use details from the text to form your opinion and make a two-minute presentation that will persuade others.



Helen Keller's childhood home, Ivy Green, has been preserved as a museum dedicated to her.

ESSENTIAL QUESTION

How did the life of Helen Keller contribute to awareness of the blind?

CORE CONTENT CONCEPT

Social Studies People's perspectives influence the monuments they create.

CROSS-CURRICULAR EXTENSION

Science Learn more about the plants at Ivy Green. Are they native? What conditions best support their health?

KEY VOCABULARY

ceremonial (p. 30) used in or done as part of a ceremony

memento (p. 29) something that is kept as a reminder of a person, place, or thing

PREPARE TO READ

Tell students that Helen Keller grew up on a modest southern plantation and use images from the website mentioned in the article to introduce the students to Ivy Green.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why might the foundation have decided to stage the play every summer? How does it help support their cause as well as the site? *CCSS Reading 1*
- Why is the first sentence a common location for the main idea? How does the rest of this article support the initial sentence? *CCSS Reading 2*
- What does the phrase "labor of love" mean and how does it relate to events that happened at Ivy Green? Support your answer with evidence from the text. *CCSS Reading 3 & 4*

Craft and Structure

- **Analyze Text Structure** What is the overall structure of the article? Would another structure have been effective? Why or why not? *CCSS Reading 5*
- **Interpret Visual Information** How do the photos support the information presented in the text? Would another media have been as effective for illustrating this article? Why or why not? *CCSS Reading 7*

WRITING

Write a Travel Brochure Use the information in the article to create a travel brochure for Ivy Green. Be sure to include the main attractions for tourists.

ARTICLE: A School with Vision

Magazine pages 32 - 35, Expository Nonfiction

Lexile Score: 1040



A School With Vision

B In the 1800s, Helen Keller, a deaf-blind woman, was the first person to be educated at the Perkins School for the Blind. The school was founded in 1829 by Thomas Hopkins Perkins, a wealthy businessman who had a vision of providing education for the blind and deaf. Perkins believed that people with disabilities were not only capable of learning but also of contributing to society. He wanted to create a place where they could be educated and gain the skills they needed to live independently. Perkins' vision was to create a school where students would not only learn to read and write but also to become self-sufficient. He wanted to provide them with the tools they needed to live on their own. Perkins' vision was to create a school where students would not only learn to read and write but also to become self-sufficient. He wanted to provide them with the tools they needed to live on their own.

The Perkins School originated as an American version of programs in Europe. It has grown from a few students housed in the family home of one of its founders into an international resource as well as a school for the blind and disabled.

ESSENTIAL QUESTION

How did the life of Helen Keller contribute to awareness of the blind?

CORE CONTENT CONCEPT

Social Studies People's perspectives shape the institutions they create.

CROSS-CURRICULAR EXTENSION

Math Calculate the growth of the school from its opening through different time periods. Use the growth in the number of students as well as the size of the facility.

KEY VOCABULARY

benefactor (p. 34) someone who helps another person, group, etc., by giving money

reformer (p. 32) a person who works to change and improve a society, government, etc.

PREPARE TO READ

Define the term "visionary." Ask students to name any visionaries they can think of. Accept reasonable responses. Relate the term to the title of the article.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- The program grew quickly. What does this suggest about American society at the time? *CCSS Reading 1*
- How does the author develop the main idea of this text? Refer to specific details that support the main idea. *CCSS Reading 2*
- Trace additions that were made to the program of study to help ensure that the students would have a well-rounded education that met the standards for the time period. *CCSS Reading 3*

Craft and Structure

- **Determine Author's Purpose** What was the author's purpose in writing this text? Which key details helped you determine that purpose? *CCSS Reading 6*
- **Compare Themes** Compare the theme of the main article with the theme of the sidebar on page 35. How does the sidebar build on the main theme? Quote the text within your answer. *CCSS Reading 9*

SPEAKING AND LISTENING

Give a Speech Pretend the Perkins School is short of funds for new equipment. Decide what equipment it needs and give a speech to encourage donors to help. Be sure to clearly explain what the money will be used for and how it will benefit the students, the school, and maybe society as a whole.



There are a number of steps you can take to keep your meetings with people who are blind from becoming awkward.

ESSENTIAL QUESTION

How did the life of Helen Keller contribute to awareness of the blind?

CORE CONTENT CONCEPT

Social Studies Applying civic virtues can positively impact one's social interactions.

CROSS-CURRICULAR EXTENSION

Family and Consumer Science
Arrange a visit, virtual or physical, from the Guide Dog Foundation to learn how dogs are trained and incorporated into the daily lives of their disabled owners.

KEY VOCABULARY

association (p. 38) a connection or relationship between things or people

awkward (p. 37) uneasy or uncomfortable

PREPARE TO READ

Ask students to describe any experiences they have had with someone who has a disability and describe your own experiences. Include the context of any experiences as well as what you may have learned from them. Include images if possible.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What can you conclude about the past based on the statements made about modern society? *CCSS Reading 1*
- The article doesn't have a concluding paragraph. Write one that summarizes the key details and main idea. *CCSS Reading 2*
- How does each suggestion help you show respect for the other person in the situation? Write a sentence for each. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** What is the purpose of the arrows that introduce elements of the text? How does using them help make the article easier to follow? *CCSS Reading 5*
- **Interpret Visual Information** Note which specific details in the main text are illustrated by each image that accompanies the text. How do the images add to your understanding? *CCSS Reading 7*

WRITING

Write a Graphic Story Write and illustrate a story in which one or more of the situations presented in the article occurs.

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*).

- Write a brief essay comparing Keller’s biography in “Breaking Through” with Sullivan’s in “Teacher.”
- Refer to “A System of Dots,” “Life as a Daring Adventure,” and “A School with Vision” to learn about people and institutions that helped the blind. Create a timeline to show the evolution of education for the blind.
- Read each article and write one or two sentences to summarize how it relates to Helen Keller.
- A variety of articles and images show materials that are used to help the blind function independently. List each and how it helps. (Include everything from a person like Anne to a guide dog.)
- Look at a variety of articles to find references to the importance of education. Write a paragraph to explain how this value informed Keller’s life and work.
- Use information from many articles to explain Keller’s lasting legacy. Refer to specific works or sites that are part of it.
- Study the articles to find out how social class and gender impacted people of the time and use details from the texts to write an explanation.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

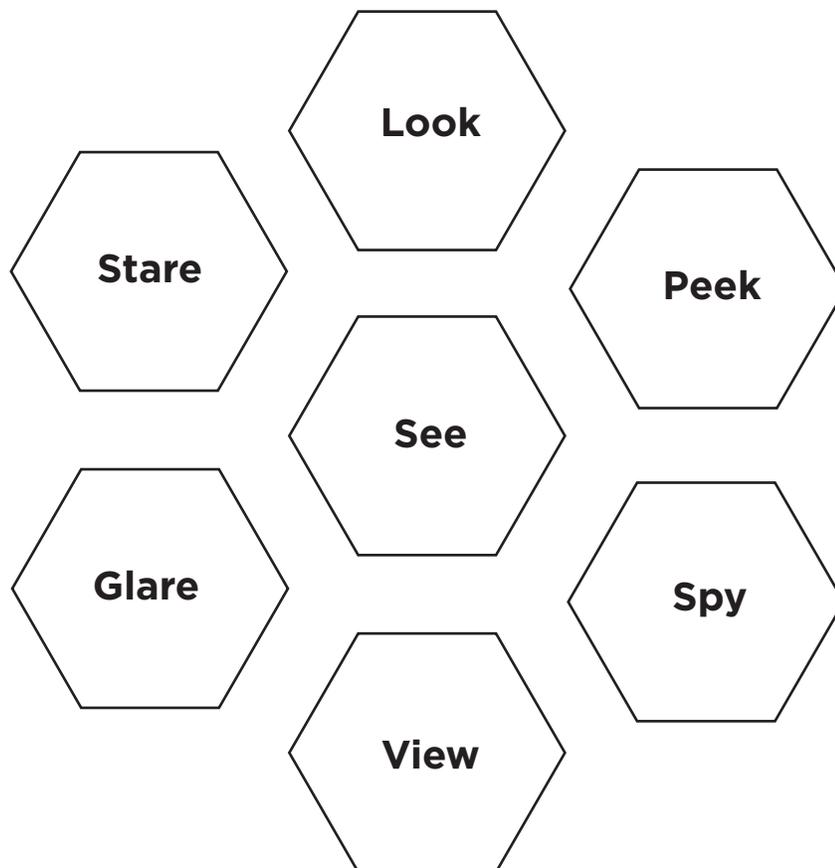
ENGAGE

READ FOR A
PURPOSE

APPLY

Helen Keller’s life is a phenomenal and famous story. She was as independent as a person of her time with her disabilities could be. This Mini-Unit will help your students understand the innovations in education and technology that helped her succeed as well as her legacy as an advocate for others. The students will create the question cards and sealed bags needed for a game of Truth or Texture, a version of Truth or Dare in which all of the dares involve feeling an item hidden in a paper bag and guessing what it could be.

ENGAGE: Engage students in the topic of Helen Keller by asking students to consider how her life contributed to awareness of the blind. Give the students a brief overview of Helen Keller and point out that she was neither the first nor last person to be blind. Then show them the graphic organizer below. This is just a small sample of verbs that refer to sight. Ask the students how the meanings differ and if they can name other “sight” words. Consider the connotations of each word together.



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: Truth or Texture Ask the students if they are familiar with the game Truth or Dare and tell them they will be making a version of that game called Truth or Texture. Explain that they will write the questions that will be used for the truth portion and bring in items, hidden in paper bags, to use for the texture. Each item must have a distinctive texture and fit in a lunch-sized brown paper bag. Items must be common. A coin toss will determine whether the player gets to guess what's in the bag after feeling it or has to answer two questions. Each correct answer and guess is worth one point for the team. The group with the most points wins the game.

Divide the class into teams of about four players each.

RETURN TO THE TEXT: Explain to students that before they can write the game questions, they must gather facts and other information about Helen Keller and how her life contributed to peoples' awareness of the blind. Remind them that all questions must call for factual answers and encourage them to read the entire issue and take notes in order to come up with questions that will stump their classmates and to make sure they won't be stumped themselves.





APPLY: Truth or Texture: Now that your students have gathered facts and other details about Helen Keller and how her life contributed to peoples' awareness of the blind, they are ready to make and play their games.

STEP 1: Conference and Write Hand out the Q & A Organizer on the next page. Go over possible question types that each group could use. Types are listed in the box below.

Question Types:

- **Multiple choice**
- **Short answer**
- **Sequence**
- **Definition**
- **Fill in the blank**
- **True or False**

Instruct students not to use questions that are open-ended and require long responses. These can be hard to judge because they often have more than a single possible correct response. Decide how many questions each group will be responsible for writing and have them work cooperatively to come up with questions. Review the questions each group has written.

STEP 2: Fill Bags Remind the students of the rules for the items that will be used for the texture portion of the game. Distribute bags and allow time for students to find items at home. The groups may decide the items they will use together or each student could bring an item they choose. Encourage items like pudding or slime that may have less familiar textures. (Add them yourself if you need to.)

STEP 3: Final Cards Have students rewrite their questions on index cards or other cardstock. Answers could be on the back of each card or on a separate piece of paper.

STEP 4: Tournament Set up the classroom so that two games can happen at once. Remind the students of the rules and decide how many points a team needs or how many turns each player will have before a winner can be declared. Allow a team that isn't playing to act as scorekeepers and judges for the four teams that are playing. The point tallies for each team will be cumulative. Make sure each team plays the same number of games and that all teams play all opponents, if possible. Allow the winning team an opportunity to celebrate, and have volunteers feel any bagged items that weren't used in the games.

STEP 5: Regroup Once play has concluded, discuss the game with the class. What was it like feeling the unknown objects? Include the issue's Essential Question as a focus for the discussion.



NAME: _____

QUESTION & ANSWER ORGANIZER

Q:	Q:
A:	A:
Q:	Q:
A:	A:
Q:	Q:
A:	A:
Q:	Q:
A:	A:
Q:	Q:
A:	A:

NAME: _____

READING CHART

	Embossing	Night Writing	Braille
Inventor			
Reason for invention			
Years in use			
Problems			
Improvements made			
Structure (How language is represented)			



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

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

CRAFT AND STRUCTURE

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

INTEGRATION OF KNOWLEDGE AND IDEAS

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

WRITING

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



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

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

**STATE OR
DISTRICT
STANDARD**

CIVICS

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

ECONOMICS

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

GEOGRAPHY

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

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , 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">• Structure and Function of Living Things• Life Cycles and Stages• Reproduction & Inherited Traits• Animals• Plants	<ul style="list-style-type: none">• Forces and Interactions• Energy• Light• Sound• Electricity/ Magnetism• Matter• Waves• Heat• Chemistry• Information Processing	<ul style="list-style-type: none">• Weather• Climate• Rocks & Soil• Erosion and Weathering• Landforms• Water• Oceans• History of Earth• Plate Tectonics• Volcanoes, Earthquakes, and Tsunamis	<ul style="list-style-type: none">• Solar System• Planets• Moon• Sun

