Teacher's Guide

Spider
THE MAGAZINE FOR CHILDREN

From Cricket Media

MAGAZINE ARTICLES

Contents

Teacher's Guide for *Spider: April 2017*

OVERVIEW

In this magazine, readers learn about the way setting is developed in different texts. **Spider: April 2017** *includes stories that take place in a crazy conference room and on the bayou, a poem about the sound of rain, a drama set on a pirate ship, and directions for making corn bread and a parrot puppet.*

ESSENTIAL QUESTION:

How do authors and illustrators develop setting?

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:

Essential Question

Content Concepts
C3 Framework for Social Studies
Next Generation Science Standards

Key Vocabulary
CCSS Reading 4

Prepare to Read
CCSS Speaking and Listening 1, 2, 4

Close Reading and Text Analysis
CCSS Reading 1-10

Writing/Speaking and Listening
CCSS Writing 1, 2, 3 & 6
CCSS Speaking and Listening 1, 2, 4

SOCIAL STUDIES

CORE LITERACY

ARTICLES

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).
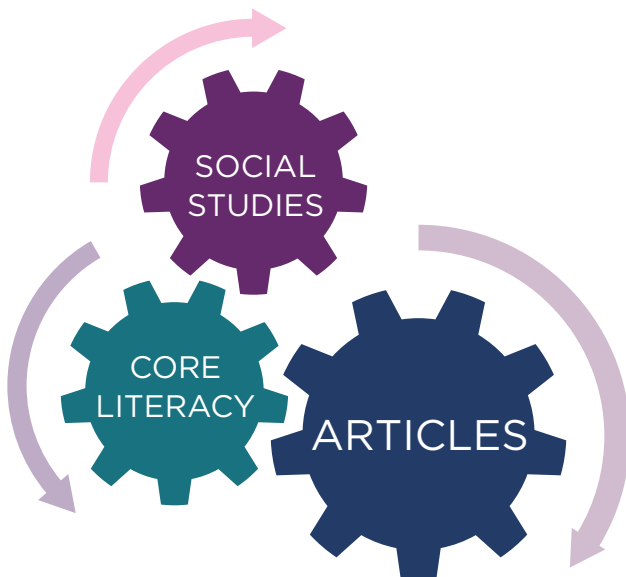
Essential Question: How do authors and illustrators develop setting?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Doodlebug & Dandelion Contemporary Realistic Fiction	The setting is the time and place in which a story happens. Authors provide clues to the setting through story details and illustrations.	• Close Reading • Analyze Perspectives • Interpret Visual Information • Write an Email	*Reading 3, 6 & 7* *Writing 3*
Raining Lyrical Poem	Weather is an element of setting. Weather can help communicate the mood, or feeling, of a poem.	• Close Reading • Analyze Mood • Analyze Sound Devices • Write a Weather Poem	*Reading 1 & 4* *Writing 3*
Why Alligator Hates Dog Folktale	A pourquoi story is a folktale that explains why something is the way it is. *Pourquoi* means "why" in French.	• Close Reading • Analyze Word Choice • Analyze Text Structure • Write a Pourquoi Tale	*Reading 2, 3, 4 & 5* *Writing 3*
Southern Cornbread Procedure	Procedure texts often include numbered steps to help readers understand how to do something or make something.	• Close Reading • Analyze Word Choice • Analyze Text Structure • Write a Recipe Introduction	*Reading 1, 4 & 5* *Writing 3*
Fern the Mighty Drama	Stage directions help actors understand how to perform a play. They also help readers visualize the action.	• Close Reading • Analyze Text Structure • Analyze Sound Devices • Read a Play Aloud	*Reading 3, 5 & 6* *Speaking & Listening 1*
How to Make a Parrot Puppet Procedure	Authors of procedure texts may include pictures or illustrations to make sure their directions are clear.	• Close Reading • Analyze Author's Purpose • Interpret Visual Information • Present a Pirate's Parrot Poem	*Reading 1, 6 & 7* *Speaking & Listening 1*
Monroe Pelly Can Folktale	Folktales usually convey a lesson or message about life.	• Close Reading • Analyze Text Structure • Analyze Perspectives • Write a Personal Narrative	*Reading 2, 3, 5 & 6* *Writing 3*

Comparing Texts: *Reading 9*

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

ARTICLE: Doodlebug & Dandelion

Magazine pages 4 - 8, Contemporary Realistic Fiction
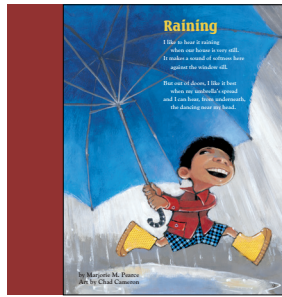

Lexile Score: 720

Doodlebug and his cousin Punky are the two finalists in the *World of Weird* Cover Kid contest. Doodlebug feels confident that he will be the winner until a third contestant shows up at the last minute.

ESSENTIAL QUESTION

How do authors and illustrators develop setting?

CORE CONTENT CONCEPT

English Language Arts The setting is the time and place in which a story happens. Authors provide clues to the setting through story details and illustrations.

CROSS-CURRICULAR EXTENSION

Social Studies Where is Lapland? Who lives there? What do Laplanders wear, eat, and do? How are reindeer important there? Conduct online and library research to answer these and other questions. Create a short report about Lapland.

KEY VOCABULARY

stellar (p. 5) very good

dirndl (p. 6) a traditional dress worn in Austria and Germany

spindly (p. 6) long and thin and usually weak

yodeled (p. 6) sang loudly while changing the voice back and forth between a natural pitch and a higher pitch

PREPARE TO READ

Preview the illustrations with students and have them guess where this story takes place. Then have students write predictions about what will happen in the story. Encourage students to share their predictions with the class and explain how they made them. Tell students to check predictions as they read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Doodlebug's feelings change throughout the story. Explain how and why they change. Find details in the text to support your answer. *CCSS Reading 3*
- How is dirndl girl's appearance unusual? How is her behavior odd? Support your response with details from the text and illustrations. *CCSS Reading 3*
- What will happen next in this story? Who will win the contest? Who is dirndl girl? Use details from the story to support your predictions. *CCSS Reading 3*

Craft and Structure

- **Analyze Perspectives** When dirndl girl enters the conference room at *World of the Weird*, everybody notices. How do the different characters react to her? Describe Doodlebug's, Punky's, and Earl's reactions. *CCSS Reading 6*
- **Interpret Visual Information** Most conference rooms are boring places where people talk business. Use details from the text and pictures to describe the conference room at *World of the Weird*. How is it unusual? *CCSS Reading 7*

WRITING

Write an Email How would Doodlebug describe the meeting at *World of the Weird*? Pretend to be Doodlebug and write an email to Dandelion about the meeting. Describe the characters and events from Doodlebug's perspective, using the first-person point of view. Include Doodlebug's thoughts and feelings.

The speaker of this poem describes the indoor and outdoor sounds of rain.

ESSENTIAL QUESTION

How do authors and illustrators develop setting?

CORE CONTENT CONCEPT

English Language Arts Weather is an element of setting. Weather can help communicate the mood, or feeling, of a poem.

CROSS-CURRICULAR EXTENSION

Science Rain is part of the water cycle, but what is the water cycle? Conduct research to learn about the different parts of the cycle. Then draw and label a picture to show it. Present your picture to the class.

KEY VOCABULARY

sill (p. 9) the shelf at the bottom of a window frame

PREPARE TO READ

Discuss with students what they like to do on rainy days. Ask if they like to go out in the rain or stay inside. Ask when and where they notice the sound of rain. Then tell students to listen for details that describe the sound of rain as you read this poem aloud.

CLOSE READING AND TEXT ANALYSIS

Key Ideas
- How does the speaker feel about rainy days? Cite details from the poem to support your answer. *CCSS Reading 1*
- What does the speaker like to do outside when it rains? Support your answer with details from the poem. *CCSS Reading 1*
- Who or what is dancing in this poem? Use information from the poem to support your answer. *CCSS Reading 1*

Craft and Structure
- **Analyze Mood** What is the mood of the first stanza? Which words and phrases create this mood? Is the mood of the second stanza similar or different? Which details convey this mood? *CCSS Reading 4*
- **Analyze Sound Devices** Read the first stanza aloud. Which lines rhyme in the first stanza? Now read the second stanza aloud. Is the rhyme pattern the same in this stanza? Discuss with a partner. *CCSS Reading 4*

WRITING

Write a Weather Poem Write a poem that describes what you like to do in a certain type of weather or at a certain time of year. You might write about a rainstorm, a blizzard, a windy day in spring or a warm evening in summer. Use all of your senses to describe your feelings and surroundings. Share your poem with a classmate.

Lexile Score: 820
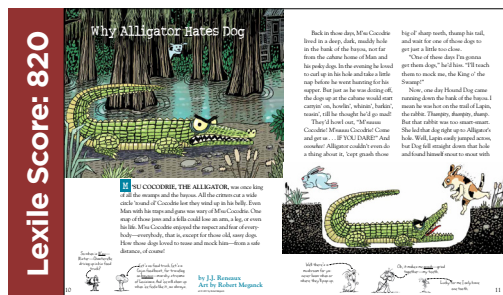
Everyone respects M'su Cocodrie, the king of the swamp, except the dogs, who taunt him and make lots of noise. M'su Cocodrie wants to teach them a lesson, but the tables are turned and it is M'su Cocodrie who learns a lesson.

ESSENTIAL QUESTION

How do authors and illustrators develop setting?

CORE CONTENT CONCEPT

English Language Arts   A pourquoi story is a folktale that explains why something is the way it is. *Pourquoi* means "why" in French.

CROSS-CURRICULAR EXTENSION

Social Studies   Conduct research to learn more about Cajun history and culture. Listen to Cajun zydeco music and find out about traditional Cajun foods. See if your local grocery store carries any Cajun foods. Share your experiences with the class.

KEY VOCABULARY

wary (p. 10) not having complete trust in someone or something that could be dangerous or cause trouble

mock (p. 10) to make fun of

bayou (p. 11) an area of water in the southern U.S. in which the water moves very slowly and is filled with many plants

mincemeat (p. 12) meat that has been cut into very small pieces

PREPARE TO READ

Define dialect (a form of a language spoken in a particular region that uses some of its own words and pronunciations). Explain that this tale comes from southern Louisiana, where many people speak in a dialect that includes French words. Tell students to pay attention to words and pronunciations as they read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why does M'su Cocodrie dislike the dogs at the beginning of the story? Use details from the story to support your response. *CCSS Reading 3*
- A trickster is a folktale character who tries to outsmart others. Who is the trickster in this story? Use story details to support your answer. *CCSS Reading 3*
- What lesson does M'su Cocodrie learn? How does he learn this lesson? Support your response with details from the story. *CCSS Reading 2*

Craft and Structure

- **Analyze Word Choice**   The characters in this story use regional words and phrases such as "howlin'," "'cept," and "hot on the trail." Use context clues to write the meaning of 3-4 of these words and phrases. *CCSS Reading 4*
- **Analyze Text Structure**   Pourquoi tales often begin with a problem that may or may not be solved. What problem is introduced at the beginning of this tale? Is the problem solved? Explain why Alligator hates Dog. *CCSS Reading 5*

SPEAKING AND LISTENING

Write a Pourquoi Tale   Make up a story to explain why an animal, place, or thing is the way it is. For example, you might explain why the ocean is salty or why a zebra has stripes. Use the following questions to get started:

- What are you going to explain?
- Who is your main character and who are the other characters?
- What is the problem? (It should connect to what you are explaining.)

Follow this recipe to make a delicious batch of southern cornbread.

ESSENTIAL QUESTION

How do authors and illustrators develop setting?

CORE CONTENT CONCEPT

English Language Arts Procedure texts often include numbered steps to help readers understand how to do something or make something.

CROSS-CURRICULAR EXTENSION

Social Studies Use cookbooks and the internet to learn about traditional southern dishes, such as chicken fried steak, fried green tomatoes, and succotash. With the help of an adult, make one of the recipes.

KEY VOCABULARY

devour (p. 16) to quickly eat all of something

buttermilk (p. 16) the liquid that is left after butter has been made from milk or cream

skillet (p. 16) frying pan

drippings (p. 16) the fat and juices that come out of meat during cooking

PREPARE TO READ

Explain that the next article is a recipe for cornbread. Ask students if they have eaten or baked cornbread. Invite volunteers to share experiences. Then explain that cornbread is very popular in the South, and that people living in different regions of the country make cornbread in different ways.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Which are the dry ingredients? Which are the wet ingredients? Cite details from the text to support your answer. *CCSS Reading 1*
- How do you know when to take the cornbread out of the oven? Support your response with details from the text. *CCSS Reading 1*
- What could you do to give your cornbread true southern flavor? Use details from the text to support your response. *CCSS Reading 1*

Craft and Structure

- **Analyze Word Choice** Create a two-column chart with the headings "Cooking Verbs" and "Cooking Tool Nouns." Record examples from the recipe, such as "melt" and "baking pan." *CCSS Reading 4*
- **Analyze Text Structure** This recipe includes an introduction at the beginning and a tip at the end. How are these sections different from the "What You'll Need" and "What to Do" sections? *CCSS Reading 5*

WRITING

Write a Recipe Introduction Think of a special dish that you and your family enjoy making and eating. Write a paragraph to introduce the recipe. In your introduction, explain why the recipe is special to you and your family, or share a memory about it. Read your finished introduction to the class.

Lexile Score: 590
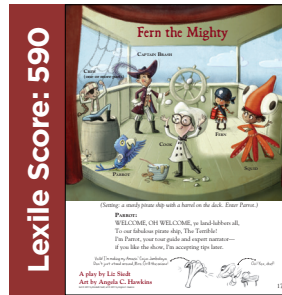
Fern, the newly hired cabin girl on a pirate ship, is clever and smart. Her ideas could make the ship run better, but she lacks the confidence to express them. When crisis hits, Fern's parrot friend persuades her to share her ideas and save the day.

ESSENTIAL QUESTION

How do authors and illustrators develop setting?

CORE CONTENT CONCEPT

English Language Arts Stage directions help actors understand how to perform a play. They also help readers visualize the action.

CROSS-CURRICULAR EXTENSION

History Work in a group to research information about pirates. Who were they? What did they do? Did they really have pet parrots? Work with group members to create a collage of words, facts, and drawings to share what you learned.

KEY VOCABULARY

swabbing (p. 18) using a mop on

batten hatches (p. 20) prepare a boat or ship for dangerous stormy weather by closing and covering the openings in the deck

lurched (p. 24) made a sudden movement sideways

stellar (p. 24) very good

PREPARE TO READ

Explain that this play is written in verse—the characters speak in rhyming lines. Demonstrate this by reading aloud the parrot's lines on page 17. Point out that you had to change the sound of *terrible* to create the rhyme. Explain that the rhyme makes the play more fun and more challenging to read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Describe the setting of this play. Cite details from the text to support your answer. *CCSS Reading 3*
- What is the conflict, or problem, in the play? How is it resolved? Support your response with details from the text. *CCSS Reading 3*
- How does Fern change from the beginning of the story to the end of the story? Use details from the play to support your response. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** Find a stage direction that tells how a character should move. Then find a stage direction that tells how characters feel. Finally, find a direction that describes a prop, or object on stage. *CCSS Reading 5*
- **Analyze Sound Devices** With a partner, read aloud some of the longer sections of dialogue. What do you notice about the sound? Is the rhythm of each line the same? Is there a regular pattern of rhyme? *CCSS Reading 6*

SPEAKING AND LISTENING

Read a Play Aloud Work in a group to choose characters and read this play aloud. Imagine how your character feels and use your voice, facial expressions, and body movement to show this. You may have to change the way you pronounce some words in order to make them rhyme. You may also have to read some lines faster or slower to make the rhyme and rhythm work together. Rehearse and then read the play to the class.

Lexile Score: 920

Follow the directions in this article to make a parrot puppet using a paper plate.

ESSENTIAL QUESTION

How do authors and illustrators develop setting?

CORE CONTENT CONCEPT

English Language Arts Authors of procedure texts may include pictures or illustrations to make sure their directions are clear.

CROSS-CURRICULAR EXTENSION

Arts and Crafts Follow the directions in this article to make your own parrot puppet. Were the directions easy to follow? Share your puppet and your experiences with the class.

KEY VOCABULARY

tuck (p. 25) to push the end of something, such as a piece of paper, into or behind something

overlapping (p. 25) lying over the edge of something

PREPARE TO READ

Ask students if they have ever made puppets. Invite volunteers to describe the kinds of puppets they've made and the materials they used. Tell students that this article explains how to make a parrot puppet using a paper plate.

## CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How could making a parrot puppet save time? Support your answer with details from the text. *CCSS Reading 1*
- What items can you use to decorate your parrot? What would you add to this list? Cite details from the text to support your answer. *CCSS Reading 1*
- Step 5 says to "Go wild!" Why does the author say this? What does she mean? Use details from the text to support your response. *CCSS Reading 1*

Craft and Structure

- **Analyze Author's Purpose** What is the author's purpose for writing this article? Does she want to entertain you, to give you information, or to persuade you to think or believe something? *CCSS Reading 6*
- **Interpret Visual Information** How do the illustrations connect to the information in the steps? How do you know which illustration to look at in each step? *CCSS Reading 7*

SPEAKING AND LISTENING

Present a Pirate Parrot's Poem Write a paragraph or poem about being a pirate's parrot. Describe what you see as you sit on a pirate's shoulder. Tell a story about the dangers you've encountered while sailing the high seas. Use pirate words and phrases, such as "ahoy matey," "land lubber," "scurvy dog," and "shiver me timbers." Then present your poem to the class using your parrot puppet.

Lexile Score: 780
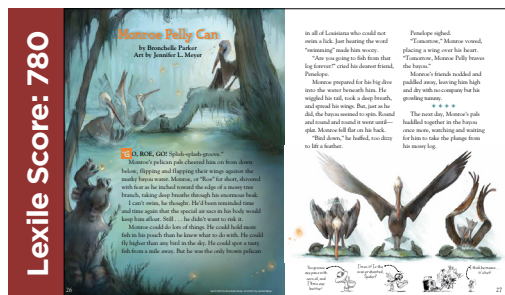
Monroe is a pelican who's afraid to swim. His friends encourage him and cheer every time he tries, but he can't make himself get in the water. One evening, his hunger makes him forget his fear and he dives in to catch a herring for dinner.

ESSENTIAL QUESTION

How do authors and illustrators develop setting?

CORE CONTENT CONCEPT

English Language Arts Folktales usually convey a lesson or message about life.

CROSS-CURRICULAR EXTENSION

Science What kinds of plants and animals live near bayous? Use the library and internet to find out about this habitat. Then draw a picture of a bayou that shows the plants and animals you found. Include a key that identifies them.

KEY VOCABULARY

woozy (p. 27) slightly dizzy, sick, or weak

nab (p. 29) to take or get something quickly

craned (p. 29) stretched out (the neck) in order to see something

rival (p. 29) a person or thing that tries to defeat or be more successful than another

PREPARE TO READ

Make a word web with the word "pelican" in the center. Ask students what they know about pelicans. Write their ideas in the web. Then show photographs of pelicans and have students use the photographs to add words to the web. Tell students that the next story is about a pelican and his friends.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Where does Monroe live? Use details from the text and illustrations to describe the setting. *CCSS Reading 3*
- How does Monroe finally learn to swim? Support your answer with details from the story. *CCSS Reading 3*
- What lesson do you think Monroe learns in this story? Cite details from the story to support your response. *CCSS Reading 2*

Craft and Structure

- **Analyze Text Structure** Often in folktales, things happen three times. For example, there may be three brothers or three wishes. What happens in threes in this folktale? *CCSS Reading 5*
- **Analyze Perspectives** Compare the way Penelope, Monroe's pals, and the white pelican view Monroe. What do they think about his fear of swimming? Create a three-column chart to record your answers. *CCSS Reading 6*

WRITING

Write a Personal Narrative Write about a time when you were afraid to do something. How did others react? Who encouraged you? How did you finally overcome your fears?

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)*.

- Which characters in "Doodlebug & Dandelion," "Fern the Mighty," and "Monroe Pelly Can" have doubts about themselves? Write an essay about this. Describe each character's situation. Do the characters become more confident? If so, explain what causes them to change. Support your ideas with information from the three stories.

- Compare "Southern Cornbread" and "How to Make a Pirate Puppet." Use a Venn diagram (p. 17) to note the similarities and differences. Think about:

    - the type of project described in each article.

    - the information in the introduction.

    - the methods the articles use to explain what to do.

- Both "Why Alligator Hates Dog" and "Monroe Pelly Can" take place on a bayou. Read through these stories to find details in the text and pictures about this setting. Then use the details you find to write a paragraph that describes a bayou. Include information about the plants and animals there.

- The stories and poems in this magazine take place in a variety of different settings. Which setting do you think is the most interesting? Describe how you pictured the setting in your head as you read the story.

- Compare the features of different texts in the magazine. Use the Compare Features chart (p. 16) to record the features you find in "Raining," "Why Alligator Hates Dog," and "Fern the Mighty." Then discuss the differences and similarities with a group of your classmates.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

ENGAGE	**READ FOR A PURPOSE**	**APPLY**

This mini-unit offers students several options for thinking about setting in the various magazine texts. Begin with the Engage activity and then move on to the other mini-unit sections in the sequence that works best for your instructional goals. Using what they learn, students will create travel posters that provide detailed information about one of the settings in the magazine.

ENGAGE: Display the chart below and have students brainstorm setting details from the various stories and articles and poem in the magazine. Record responses in the chart. Then invite students to name the setting that was most memorable or interesting to them. Ask students to explain why they liked the setting.

Setting Details	Examples from the Magazine
Places	bayou, pirate ship, conference room
Foods	sheep-shaped lollypops, cornbread, pancakes
Clothing	dirndl, pirate clothing
Animals	alligator, giant squid, pelican
Plants	moss, logs
Weather	rain

READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: VACATION POSTER Tell students that they will create a vacation poster based on one of the settings described in the magazine. Continue by telling students that they will incorporate information from the magazine into their posters. Show examples of vacation posters from the internet. Explain that a vacation poster is a kind of advertisement that tries to persuade people to visit a place by making it seem fun or attractive. Discuss what kind of information might make people want to take a vacation in a particular place. Then tell students they may choose one of the vacations listed below for their posters.

1.   A cruise on a pirate ship ("Fern the Mighty," "How to Make a Parrot Puppet")

2.   A Tour of the *World of the Weird* magazine offices ("Doodlebug & Dandelion")

3.   A trip to the bayou ("Why Alligator Hates Dog," "Monroe Pelly Can")

Tell students that they will include information on their posters about things to do and see and things to avoid. Share the following example of the travel poster.

Visit the Bayou!		
Things to Do	**Things to See**	**Beware!**

RETURN TO THE TEXT: Explain to students that before they can create their travel posters, they need to find information from the magazine that they can use in them. Distribute one copy of the Poster Planner chart (p. 15) to each student and have them use it to record details from the magazine texts.

APPLY: VACATION POSTER Now that students have gathered details from the magazine, they are ready to draw their posters.

Materials

- large drawing paper
- rulers
- pens, pencils, markers, crayons, colored pencils
- completed Poster Planner charts

STEP 1: Plan Tell students to use imagination as they create their charts. Explain that they need to
- incorporate details from their charts into their poster images.
- create a catchy phrase or persuasive slogan for their posters (Explore Chicago! Cruise to the Bahamas!).

Have students sketch their poster ideas on the back of their planner chart. Remind them to save room for their slogans.

Next, have students draft the information they will include in the boxes at the bottom of the chart. Tell students to write three items, based on story details, for each box.

STEP 2: Draw After students have finished planning, distribute drawing paper, rulers, and art supplies. Instruct students to
- use the rulers to make the three boxes at the bottom of the poster.
- use pencil to write their slogans and draw their pictures and then go over this with marker or crayon.

Allow time for students to finish their drawings.

STEP 3: Write Have students review and revise the sentences they wrote for the bottom section of their posters and then add these to their posters.

STEP 4: Present Have students present their posters to the class by reading the text as they hold the poster up. After students have presented, discuss which poster was the most convincing. Then display posters in the classroom.

POSTER PLANNER

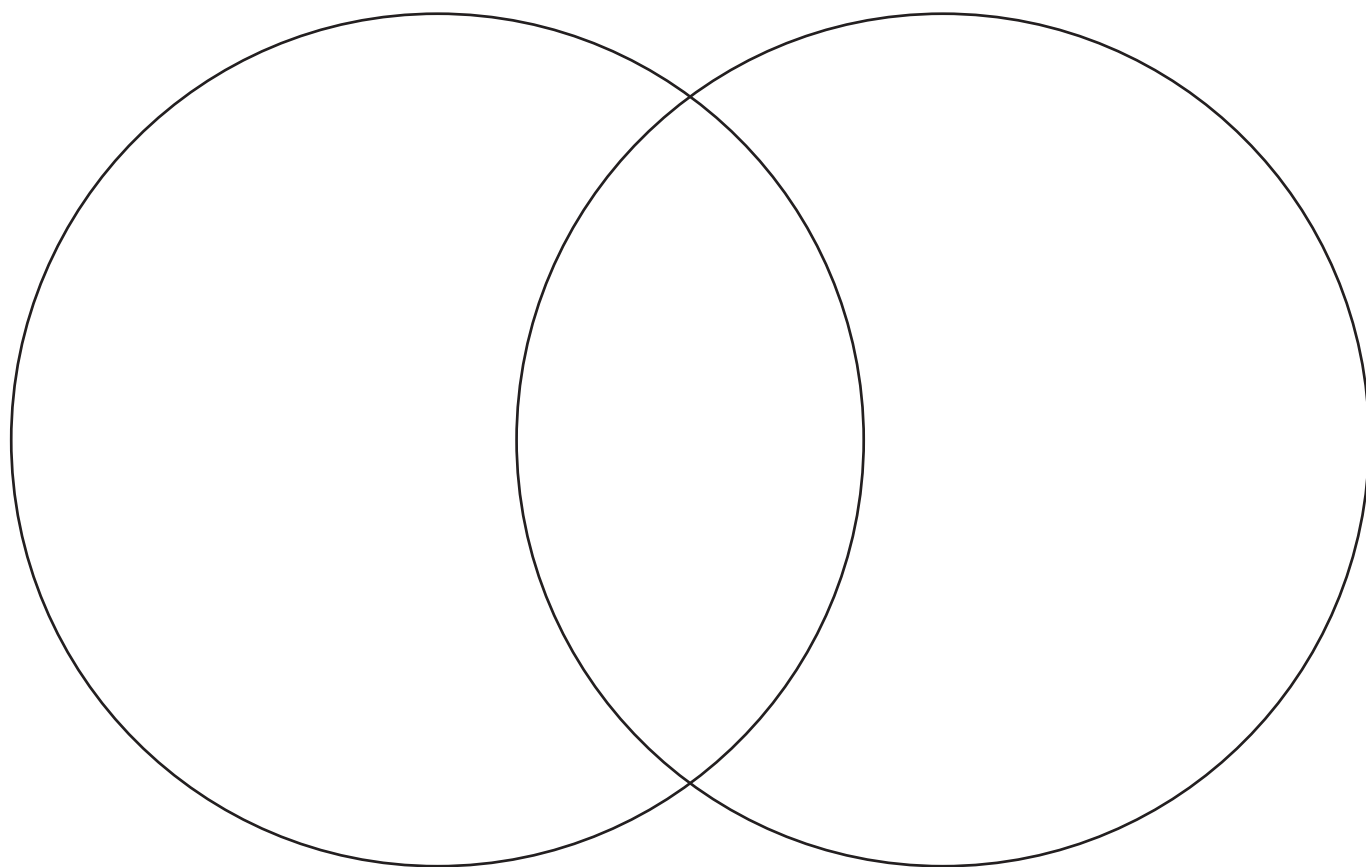| FOODS	ACTIVITIES/SIGHTS
ANIMALS	**PEOPLE**

COMPARE FEATURES CHART

For each element, put a check in the box under the magazine text where it is found.

Element	"Doodlebug & Dandelion"	"Raining"	"Fern the Mighty"
description			
stanzas			
rhyme			
rhythm			
stage directions			
narrator			
speaker			
characters			
dialogue			

VENN DIAGRAM

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
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

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/ Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun